



VANE ROAD PRIMARY SCHOOL

Anti-Bullying Policy

Adopted: September 2019

Reviewed: September 2025

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Next Review: September 2026

Signed by Chair of Governors:

Key contact: Miss Rachel Wren

Amendment tracker

Date	Change and comments	Location
July 2022	No changes	
September 2023 (RW)	Added school values Added child and adult involvement Changed to CPOMS Changed Head Teacher to Head of School Changed Assistant Head to Pastoral Manager Changed class incident book to CPOMS Added through PSHCE (the Jigsaw Scheme), added assemblies Reworded to reflect current procedures	Page 1 3.2 4.4 6.2, 7, point 8 (multiple), 9.1.1, 9.1.3, 9.3.2, 10.1, 10.2 8.7, 9.1.1. 9.1.1. 9.1.7. 9.3.2.
September 2025	Rights Respecting Articles removed and replaced by School Values.	Pg 3

Our School Values

In conjunction with children and staff we have created five core values that we believe are central to everything we do at Vane Road Primary School. These five values are centred around respect which is the firm foundation upon we build these relationships.

Respect; all our relationships are built upon this.

Ambition; we can aspire to be whatever and whoever we wish.

Kindness; we are kind to all.

Resilience; we have the ability to bounce back from challenges we face.

Inclusivity; we accept we are all different but treat each other equally

Our school values are respect, inclusivity, resilience, kindness, ambition. This policy reflects this ethos by promoting behaviours and attitudes that embed these virtues.

1. This Policy:

- 1.1 The School has a zero tolerance approach to bullying.
- 1.2 The whole school use of the Restorative Approach is central to how the school deals with matters of bullying within the school. This policy is part of the wider school Respectful Relationships Policy bringing together key policies of: Keeping Children Safe in School: Safeguarding and Child Protection; Behaviour and Discipline Policy and E-safety Policy.

2. Aims and Objectives

- 2.1 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.2 Bullying is wrong and can damage individuals and have a long term negative impact on their lives. We therefore do all we can to prevent it, by developing an ethos in school that bullying is thought of as unacceptable by the whole school community.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur and provide advice and guidance to those involved in bullying incidents.
- 2.4 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to removing bullying in our school.

Anyone can be a bully or target.

3. Definition:

- 3.1 *This is taken from the NSPCC:*

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

- 3.2 It can happen anywhere – at school, at home or online. It can happen to anybody – adults and children and can be carried out by anybody – adults and children. **It's usually repeated over a long period of time and can hurt a child both physically and emotionally.**

3.3 Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

3.4 Bullying includes:

- 3.4.1 verbal abuse, such as name calling and gossiping;
- 3.4.2 non-verbal abuse, such as hand signs or text messages
- 3.4.3 emotional abuse, such as threatening, intimidating or humiliating someone
- 3.4.4 exclusion, such as ignoring or isolating someone
- 3.4.5 undermining, by constant criticism or spreading rumours
- 3.4.6 controlling or manipulating someone
- 3.4.7 racial, sexual or homophobic bullying
- 3.4.8 physical assaults, such as hitting and pushing
- 3.4.9 making silent, hoax or abusive calls
- 3.4.10 online or cyberbullying.

4. Cyber-bullying

4.1 Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos.

4.2 Children may know who's bullying them online – it may be an extension of offline peer bullying - or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

4.3 Cyberbullying can happen at any time or anywhere - a child can be bullied when they are alone in their bedroom - so it can feel like there's no escape.

4.4 Incidents of cyberbullying are recorded on CPOMS.

5. Cyberbullying and the Internet

5.1 We follow the DfE guidance on preventing and dealing with cyber bullying. Staff will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills. To raise awareness of and tackle cyber bullying staff will;

- 5.1.1 Ensure the whole school community understands and talks about cyber bullying;
- 5.1.2 Ensure all policies and practices, including Acceptable Use Policies, are shared with all staff, students and parents/carers;
- 5.1.3 Make reporting cyberbullying easier by providing and publicising different ways of reporting it;
- 5.1.4 Promoting the positive use of technology including e-safety and digital literacy.

5.2 Our school e-safety policy contains detailed information on how we deal with these issues.

6. The role of governors

6.1 The governing body supports the Head Teacher in all attempts to remove bullying from our school. It will support and promote the use of the Restorative Approach when dealing with matters of bullying. The governing body will not accept any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

6.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head of School to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

7. Complaints

A parent who is not happy with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter, in line with our school's complaints policy. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body tells the Head of School, and asks him to conduct an investigation into the case, and to report back to a representative of the governing body.

8. The role of the Head of School

8.1 It is the responsibility of the Head of School to put in place the school antibullying 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.

8.2 The Head of School is to promote and support the staff to use the Restorative Approach when dealing with bullying matters. The Head of School reports to the governing body.

8.3 The Head of School ensures that all children are aware that bullying behaviour is unacceptable through:

8.3.1 teaching of emotional wellbeing

8.3.2 whole school assemblies

8.3.3 talks to classes

8.3.4 informal interaction with children at playtimes

8.3.5 participation in the annual National Anti- Bullying week

8.4 The Head of School ensures that all staff, including lunchtime staff, receive the Restorative Approach training to be able to identify and deal with all incidents of bullying.

- 8.5 The Head of School sets the school belief of shared support and praise for success, so making bullying less likely. 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.
- 8.6 Peer mediators support more vulnerable children especially at break times, by helping to ensure that some conflicts are resolved quickly and positively.
- 8.7 The Head of School, Deputy Head teacher or Pastoral Manager record any bullying incident or suspected incident on CPOMs.

9. The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

9.1 Teachers, Teaching Assistants and Higher Level Teaching Assistants

- 9.1.1 Teachers keep their own records of all incidents that happen in their class, and those that they are aware of in the school on CPOMS. If a teacher, TA or HLTAs sees an act of bullying or has an incident reported to them, they will first of all investigate it themselves using the Restorative Approach. All incidents of bullying are reported to the Head of School or Deputy Head Teacher or Pastoral Manager.
- 9.1.2 When any bullying has taken place between members of a class, the teacher will deal with the issue straight away. Using the Restorative Approach questions:
1. What happened?
 2. What were you thinking?
 3. What were you feeling?
 4. Who has been affected?
 5. What needs to happen now?
 6. What do you need to do now?
- 9.1.3 The member of staff will try to resolve the issue so that the 'victim' feels that the matter has been resolved. This might include an appropriate sanction being given to the 'perpetrator.' In more extreme cases, e.g. where the Restorative Approach has not worked, the Head of School may contact outside support agencies, such as the Anti-Bullying Service or the Educational Psychologist Department.
- 9.1.4 All members of staff routinely attend Restorative Approach training, which helps them to deal with bullying issues and to resolve them successfully and meaningfully.
- 9.1.5 Teachers and support staff do all they can to support the child who is being bullied
- 9.1.6 If a child is being bullied over a period of time, then parents are informed and thought will be given to referring a support service.
- 9.1.7 Teachers use a range of methods to help prevent bullying and to create a belief of trust and respect for all. They learn through PSHCE (the Jigsaw Scheme), assemblies, drama, role-play, stories etc., within the formal

curriculum, to help pupils understand the feelings of bullied children, and to practise the control needed to avoid doing bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, which also helps create a good feeling in school.

9.2 Lunchtime Supervisors

Lunchtime Supervisors attend Restorative Approach Training. If they see or if an incident is told to them they will deal with it straight away using the Restorative Approach and inform the class teacher.

9.3 The role of parents/carers

9.3.1 Parents/carers have a responsibility to support the school's anti-bullying policy, helping and encouraging their child to be a positive member of the school.

9.3.2 Parents/carers who are worried that their child might be being bullied, or who think that their child may be showing bullying behaviour, should contact their child's class teacher in the first instance, which can be through the Class Dojo. If the matter needs to be escalated, the Head of School will be informed. If the matter is still not resolved, they should follow the school's complaints procedure.

9.4 The role of children

9.4.1 It is really important that children tell an adult they trust if they are being bullied.

9.4.2 Children are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

9.4.3 It is crucial that children tell adults in school either directly or indirectly about things that concern them in school.

10. Monitoring and review

10.1 This policy is monitored on a day-to-day basis by the Head of School, who reports to Governors on request about how the policy is working.

10.2 The anti-bullying policy is the Governors' responsibility, and they review every year. The Head of School reports on the number of incidents of bullying at each termly Governors meeting.