Public

Green Oaks Primary Academy

Anti-Bullying Policy

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Persons Responsible:	Senior Leadership Team
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Policy Author:	Ali Williams
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1. Introduction

At Green Oaks Primary Academy, we aim to create a welcoming, safe and caring environment where all pupils are free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with including the procedures to prevent occurrences of bullying.

The Education and Inspections Act 2006 outlines several legal obligations regarding a school's response to bullying. Under Section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy which is communicated and available to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. We recognise that is everyone's responsibility to prevent bullying from occurring. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

Bullying of any kind is unacceptable at our school.

2. Aims and Objectives

Under the aims of this policy, we have high expectations to prevent and eradicate any form of bullying from our community. Thereby:

- Providing a safe, secure and inclusive learning environment for all with a strong sense of community and good standards of behaviour.
- Ensuring a friendly, supportive atmosphere in which all learners can develop their full potential.
- Fostering the positive values, attitudes and skills that learners need to be confident, healthy, well-adjusted and responsible community members.

This policy is intended to:

- Raise the awareness of the school community about the school's stance towards bullying behaviour, clarifying that bullying is **always** unacceptable.
- Provide strategies for preventing, de-escalating or stopping any continuation of harmful behaviour promptly and consistently
- Help pupils develop a sense of self-discipline and responsibility for their own actions

- Increase awareness and encourage children to seek adult involvement in the knowledge that they will be taken seriously
- Given children strategies to deal with bullying, including being sufficiently assertive to object to unacceptable behaviour
- Provide protection, support and reassurance for targets of bullying
- Help build an anti-bullying ethos in school.

3. Definition – What is Bullying?

The DFE defines bullying as behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

At Green Oaks, we have adopted the Anti-Bullying Alliance agreed definition for bullying:

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

We emphasise that bullying is not a single incident and that it can be characterised in a number of ways.

4. Types of Bullying

We recognise that there are four main types of bullying: physical, verbal, emotional and cyber.

Physical Bullying	Verbal Bullying
Eg. hitting, pushing, kicking, tripping, spitting, hair pulling, throwing things, interfering with another's property by stealing/hiding/damaging.	Eg. name calling, insulting or offensive remarks, accusing, taunting, put downs, ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion, humiliating another publicly, spreading malicious or nasty rumours, threatening, intimidation, mocking, sarcasm.

Emotional Bullying	Cyber Bullying
Eg. excluding/shunning others from a group activity/social setting or play, belittling another's abilities or achievements, menacing looks/stares, rude signs or gestures	Eg. Misuse of emails, images, texts, tweets, forums and chatrooms to hurt/embarrass/demean/provoke or humiliate another using perceived anonymity, misuse of mobile phones by text/calls/images, unauthorised publication or manipulation of private information and impersonation.

The reasons for these types of bullying may be related to the following:

- Racist – racial taunts, graffiti, gestures related to race, religion or culture
- Homophobic – offensive remarks or behaviour because of, or focusing on the issue of sexual orientation
- Sexual – unwanted physical contact or sexually abusive comments
- Sexist – sexist remarks, offensive stereotyping of belittling of a person's sex
- Transphobic – making someone unhappy based on their gender 'variance' or because they may not be perceived as conforming to typical gender norms/dominant gender roles
- Prejudicial – physical verbal or emotional abuse of a person based on prejudices directed towards specific characteristics eg. SEND or mental health issues
- Religious – offensive remarks made about an individual's faith or religion
- Bullying related to appearance or health conditions
- Bullying behaviour related to home circumstances.

Bullying is ***not...***

It is important to understand that bullying is not 'falling out' on the odd occasion.

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If, as adults, we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Occasionally situations go beyond broken friendships or minor differences and, on these occasions, adult intervention may be necessary.

5. Practice and Procedures

All members of the school community, both staff and children alike, are expected to report incidents of bullying.

Early Indication – Signs and Symptoms

A child may indicate signs of behaviour that he or she is being bullied. Adults should be aware of these possible signs, and they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- begins truanting
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- says they feel ill in the morning
- decreased involvement in schoolwork
- returns home with torn clothes or damaged possessions
- missing possessions
- asks for money or starts stealing money
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- is bullying other children or siblings
- lack of appetite
- is frightened to say what's wrong
- is afraid or unwilling to use the internet or mobile devices
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becomes aggressive, disruptive or unreasonable – changes of behaviour and attitude at home or in school

- shows a decrease in patience and becomes more easily angered or frustrated

Although the signs outlined above may not be due to bullying, they may be due to deeper social emotional or mental health issues so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether are due to bullying or something else.

In addition, staff will be aware of the potential factors that may indicate a person likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the pupil becoming aggravated.
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the relevant members of staff who will investigate the matter and monitor the situation.

Prevention

At Green Oaks, we use various methods for helping children to prevent bullying and raise awareness. As and when appropriate, these may include:

School rules

School Values

Assemblies

Anti-bullying week

Worry box in each classroom

Having discussions about anti-bullying and why it matters

PSHE Curriculum

'Child Friendly' Anti-bullying policy

School council meetings to develop and review anti-bullying/safeguarding of pupils

Class Charters/Contracts

The celebrating and advocating of fundamental British Values

Response to bullying

Staff Principles:

- The school will ensure that prevention is a prominent aspect of its anti-bullying vision
- Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- Unpleasantness from one pupil towards another is always challenged and never ignored.
- Staff act immediately when they become aware of a bullying incident; this applies to all staff
- Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- If a member of staff believes a pupil is in danger, eg. of being hurt, they will inform the DSL immediately.
- Follow-up support is given to both the victim and the bully in the months following any incidents, to ensure all bullying has stopped.

Parents/Carers should report any issues of bullying either to the child's class teacher, the safeguarding team or the leadership team.

When a disclosure of bullying is made, it will always be treated seriously, with appropriate discretion and carefully investigated. The procedure for dealing with bullying is set out below:

Bullying is reported or suspected

The class teacher will intially talk to all children involved to examine the issues. Once the behaviour has been identified as bullying, the incident will be reported to the principal.

The victim, alleged bully and witnesses are interviewed (separately).

Written records of all interviews are kept.

The victim's story is listened to and the pupil is reassured that they have done the right thing. Everything should be done to re-establish the victim's self-esteem and self-confidence.

The alleged bully is spoken to and reasons why he/she bullied identified. The bully is helped to recognise their unsociable behaviour and given support if necessary to address the behaviour.

If possible, the victim and alleged bully are sat together to discuss their feelings and reasons why the situation has developed. The intended outcome is for it to be resolved amicably and/or a compromise reached.

Parents of both parties are informed of the situation and the actions taken. If appropriate, parents are invited into the school to discuss the matter.

Follow up meetings with the victim are arranged to find out whether the solution has been effective or not and the situation is monitored for 2 weeks. At the end of the monitoring period, parents will be contacted again to check that all is well. If there is a recurrence, the class teacher will again talk to all children concerned and contact with parents will be made again.

A written record is made of every incident involving bullying using an incident form. All records are kept on CPOMs. Records are monitored for trends and patters on a termly basis.

If necessary, and appropriate, the police will be consulted.

Class teachers are responsible for the passing of relevant information to teachers on duty and midday supervisors so that vigilance is maintained. Relevant feedback would be made to the teacher concerned when appropriate.

If a class is covered by a short/long term supply cover the relevant school co-ordinator will be involved.

Sanctions

Sanctions will be applied fairly and proportionately, consistently and reasonably, taking account of any special educations needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

The purpose of these sanctions are to:

- Impress on the perpetrator that what they have done is unacceptable.
- Deter them from repeating the behaviour
- Signal to other pupils that the behaviour is unacceptable and it will always be taken seriously

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

In most cases, the school will follow the Behaviour Policy when enforcing sanctions. Special consideration will be given to the nature of the bullying behaviour when determining the sanctions and involving parents at the earliest opportunity.

In extreme circumstances or instances of persistent bullying situations, it may be that the serious clauses within the behaviour policy come into action in terms of fixed-term or permanent exclusions.

Continued Support

As well as immediate short-term monitoring, Green Oaks will review over two or three months, whether the action has prevented recurrence of the bullying and will ensure the pupil being bullied feels safe age.

Evaluation of school behaviour and the relevant policies will form part of the school's ongoing self-evaluation processes and involve all staff.

6. Cyber-bullying

Cyberbullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Preventing and addressing cyber-bullying

Online safety practice is advocated at all times in school, and this is all outlined in the Green Oaks Primary Academy Online Safety Policy.

7. Child on Child Abuse

Green Oaks recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention.

An example of this abuse could include:

- Sexual violence and sexual harassment
- 'upskirting'
- Initiation/hazing type violence
- All forms of bullying
- Aggravated sexting
- Physical violence

To prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing concerns and respecting others through the curriculum, assemblies and PSHE lessons. All Upper Key Stage pupils are delivered a lesson outlining 'child on child abuse' identifying what it is and how to address it in school. Also available to all pupils is Green Oaks' child friendly 'child on child abuse' policy.

In line with our PSHE curriculum, all pupils are taught about safeguarding including online safety. All content is taught at an age and stage appropriate level and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudice behaviour
- Sexual violence and sexual harassment is always wrong

All staff are aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as 'banter' or 'part of growing up'.

All staff are aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers (NSPCC). Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as those LGBTQ+.

The school's response to boy-on-boy and girl-on-girl sexual violence and harassment will be equally robust as it is for incidents between children of the opposite sex.

All pupils at Green Oaks are aware of how to raise concerns or make a report and how any report will be handled.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services.

8. Managing Disclosures

- Victims will always be taken seriously, reassured, supported and kept safe.
- Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for all children concerned and an investigation will be conducted by the principal. Where allegations of abuse are against pupils with SEND, the Principal will work with the SENDCO to decide on a course of action necessary.
- Parents or carers of the children involved will be informed as soon as it is appropriate to do so.
- Support will be offered to the alleged victim, the child accused and any other children involved.
- A referral to any relevant outside agency will be made.

9. Confidentiality

- The school will only engage with staff and agencies required to support the victim.
- If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- The DSL will consider the following when making confidentiality decisions:
    - Parents will be informed unless it will place the victim at greater risk

- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Social Care.

➢ Where a crime has been committed, reports will be passed to the police.

10. Roles and Responsibilities

Senior Leaders:

- Corresponding and meeting with parents where necessary
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

Teachers:

- Being alert to social dynamics of the class
- Being available for pupils who wish to report bullying
- Providing follow-up support after bullying incidents
- Being alert to possible bullying situations, particularly exclusions from friendship groups.
- Refraining from gender stereotyping when dealing with bullying
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents:

- Informing the class teacher or Principal if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff and members of any change.

Pupils:

- Informing a member of staff if they witness bullying or are a victim of bullying
- Not making counter-threats if they are a victim of bullying
- Walking away from dangerous situations and avoiding involving other pupils in incidents

- Keeping evidence of cyber-bullying and informing a member of staff should they fall victim to cyberbullying

11. Further Information, Support and Help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is a small selection of the support available.

- **Anti-bullying Alliance**

https://anti-bullyingalliance.org.uk/

- **Childline**

https://www.childline.org.uk/?scrlybrkr=248603ea

- **Young Minds**

https://www.youngminds.org.uk/young-person/coping-with-life/bullying/

- **NSPCC**

https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/

- **National Online Safety**

https://nationalonlinesafety.com/

- **Childnet**

https://www.childnet.com/