



Anti- bullying Policy 2025

Date Issued:	September 2024
Prepared by:	Deputy Head Teacher
Review date:	September 2026
Date Adopted by Governing Body:	

The aim of our anti-bullying policy is to ensure that everyone can learn in a supportive, caring and safe environment without fear of being bullied.

STATEMENT

Bullying may be defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time and where it is difficult for those being bullied to defend themselves. The four main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist/ homophobic remarks); indirect (spreading rumours, excluding someone from social groups) and cyber bullying (sending nasty texts/emails/phone calls). Bullying is not simply two children falling out with each other.

Bullying in any form, by anyone, will not be tolerated at Durham Lane Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies.

Our approach to bullying is ongoing and positive encouragement of appropriate behaviour is a recurring theme in school assemblies, R.E., PSHE and class discussions. We encourage positive responses rather than emphasising the negative. Children are used as a resource to counteract bullying. Pupils can help shy children or newcomers to feel accepted and welcome. Children should feel secure enough to inform an adult immediately if they see acts of bullying or are being victimised themselves.

AIMS:

- To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring;
- To offer an environment free from verbal and physical abuse and to provide an education free from humiliation and oppression where everyone has the chance to partake in the social and educational opportunities offered by the school;
- To report and record all instances of bullying;
- To promote a "whole school" approach, where signals and signs are identified and swift and effective action is taken;
- To teach pupils to recognise how others feel and treat others how they would like to be treated.

OUR APPROACH:

Incidents of physical and psychological bullying are quite rare in our school. Where there is evidence of bullying however, action must be taken. Not to do so supports bullying. It is important that both the victim and the bully see the adult as POWERFUL and able to sort out the problem. Victims have to know that they have the strength to tell a responsible person and bullies have to know that they will be found out.

At Durham Lane School, we strive to create an ethos where everyone is valued and cared for. We endeavour to promote a positive approach towards friendship. In order to do this we:

- Provide good role models; show care, politeness, respect and honesty;
- Teach and promote empathy;
- Discuss supportive relationships;
- Promote self-esteem, security, identity, belonging, purpose and competence;
- Help children to develop positive strategies and assertiveness;
- Refer to "caring"; raise awareness of how good it feels to care for others and how good it feels to be cared about;
- Reward positive behaviour;
- Explore feelings through role play and viewing bullying situations from both sides;

- Allow children to hear what other people feel and experience;
- Discuss friendships - who our friends are and why we choose them;
- Encourage children to recognise their own qualities and help them identify good qualities in others;
- Teach children to listen, and listen to them attentively;
- Help children to be patient and to be reflective;
- Encourage children to look after their own property and to respect property of others;
- Help children to give and receive praise;
- Teach children to be helpful;
- Encourage peer support for all pupils;
- Personal and Social Education assemblies;
- Timetable PSHE lessons;
- Encourage pupils to seek support from adults in school.

Much of this work takes place in PSHE lessons and we have a set of “Golden Rules” which are referred to regularly both in the classroom and during assemblies.

CHILD ON CHILD ABUSE:

Durham Lane Primary school also recognises that children are capable of abusing their peers. Child on child abuse can take on many forms and any concerns raised will be investigated and dealt with appropriately. No child on child abuse should be tolerated or minimised as part of growing up and those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support.

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

The different forms child-on-child abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (also known as teenage relationship abuse)
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos⁴² (also known as sexting or youth produced sexual imagery):
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting (a criminal offence), which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (KCSIE 2022)

If a member of staff feels that child on child abuse has taken place, this will be treated seriously and the steps in the Actions Against Bullying section will be followed.

Cyber bullying

Another type of bullying that we are vigilant of is cyberbullying. (See also our E-safety Policy). Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Tictok and Twitter to harass threaten or intimidate someone.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly

offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18, then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances (as outlined below), the school will have no choice but to involve the police to investigate these situations.

Any instances of cyberbullying which is not deemed criminal, will be dealt with as outlined below.

ACTION AGAINST BULLYING (including child on child abuse and cyberbullying)

For the Adult:

- Every adult at Durham Lane Primary School is responsible for the welfare of the pupils;
- Take bullying seriously and always investigate suspected bullying incidents;
- Support children who are being bullied and help them to understand that they have done nothing wrong;
- Encourage bullies to change their behaviour through guidance and support;
- Encourage children to “tell” a friend, a teacher, a parent or another adult whom they trust;
- Use positive peer pressure to encourage good, non-bullying behaviour;
- Meet with bullies and victims individually;
- Encourage co-operative working/play;
- Take an active interest in children’s playtimes and watch for signs of distress;
- Promote a shared approach with parents/carers.

For the Child:

- Tell yourself - “I don’t deserve to be bullied”;
- Try being assertive - shout “go away” loudly, or walk quickly and confidently away;
- Get your friends to support you positively;
- Show that you and your friends disapprove;
- Talk to an adult either in school or at home and tell them all the facts;
- Show understanding and support to children who may be bullied;
- Be careful about teasing or personal remarks;
- Don’t stand by and watch - tell an adult straight away;
- Remember, we are all individuals and different and we should be allowed to be proud of it.

Guidance for parents:

- Listen to your child;
- Try not to overreact. It is important not to tell your child to “hit back” as this can lead to further issues;
- Tell your child that bullying exists and it’s not their fault;
- Show sympathy and ensure that the child gives you all the facts;
- Check all the facts – is it bullying, or is it friendship problems which may resolve naturally?;
- Talk about possible strategies for your child to use. If you are not sure which strategies are appropriate, seek advice from school or look at some of the websites listed at the end of this policy;
- Encourage your child to tell a teacher;
- If the situation is serious, contact the class teacher yourself.

STRATEGIES:

Durham Lane School's approach to dealing with bullying:

We believe that there are two components to effective anti-bullying practice: preventing bullying incidents and responding to them;

Punishing bullies does not end bullying. At Durham lane Primary School, we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not acceptable;

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil;

We stress the role of the bystander – the person who can intervene and help the situation. Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene (Pepler);

At Durham Lane Primary School, we encourage the bystander to get involved and not just watch and collude. We encourage them to report incidents or support someone getting bullied.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected, we will:

- a) Talk to the suspected victim at length allowing them to feel that we care and that we are taking their problem seriously. We always attempt to gain a statement of facts from them and use **consistent language** and **open questions** for each account. We believe that the easiest way to do this is not to have a line of questioning, but to ask the child to say what happened. We will only interrupt the child from this to gain clarity with open questions, 'where, when, why, who' (e.g. What happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?). A full and clear record of exactly what the child has said in their own language should be made and stored following our recording protocols (cpoms). In addition, we offer the victim immediate support and comfort. We will also talk at length with any witnesses;
- b) Identify the bully and talk about what has happened to discover why they became involved. Make it clear that bullying is not tolerated at Durham Lane;
- c) Talk with the bullies and the bullied individually and in confidence. It may then be appropriate to discuss behaviour together and obtain genuine apologies. If appropriate, allow bullies to hear the feelings of the bullied child;
- d) If the bully owns up, then sanctions procedures outlined in the Behaviour Policy will be followed;
- e) Incidents of bullying are recorded as such on CPOMS. Teachers will record the facts and the actions taken. The designated Safeguarding Lead will also be informed immediately.
- f) If the suspected bully does not own up, investigate further. If it is clear that they are lying, continue with the procedure;
- g) Continue monitoring the situation to ensure no repetition. The follow-up findings will be recorded on CPOMS;
- h) Inform both sets of parents separately and discuss what has occurred and reasons for this. Work with parents to ensure there is no repetition of the incident;
- i) Provide the bully and the bullied with the opportunity to work through the issue during circle time activities and ensure that both the bully and the bullied have a point of contact with whom they can discuss their problems.

SANCTIONS

Sanctions will come into force if bullying incidents are confirmed. These are outlined in the behaviour policy. The person being bullied will be informed of these sanctions as will both sets of parents. Any behaviour deemed to be of a criminal nature, will be reported to the police.

Moderating Action

Follow up each case of bullying to ensure that the victim is given as much support as possible in order to prevent a recurrence of the behaviour. The bully also needs counselling and help.

USEFUL WEBSITES

Anti-bullying Network

www.antibullying.net

Bullying Online

www.bullying.co.uk

Childline

www.childline.org.uk

Don't suffer in silence

www.dfes.gov.uk/bullying

Kidscape

www.kidscape.org.uk

The NSPCC site includes information on bullying as part of the Full Stop campaign.

www.nspcc.org.uk

REVIEWED NOVEMBER 2015 – NO CHANGES

REVIEWED SEPTEMBER 2016

Added pg 2 peer on peer abuse
Bullying log removed and CPOMS added

REVIEWED JUNE 2018

PG 4 ADDED Teachers will record the facts and the actions taken.

REVIEWED OCTOBER 2018

Pg 2- Added paragraph 2 about peer on peer abuse

Added paragraph about cyber bullying

Pg 4 Added from paragraph a) we believe that... to end of paragraph

Pg 5 Added: Any behaviour deemed to be of a criminal nature, will be reported to the police.
The designated Safeguarding Lead will also be informed immediately.

REVIEWED OCTOBER 2020

Pg 2- Added new KCSIE paragraph outlining what constitutes peer on peer abuse
Reviewed October 2022

Pg 2 – Changed the KCSIE 2022 paragraph outlining what constitutes child on child abuse
Change of terminology from Peer on Peer to Child on Child abuse.

REVIEWED SEPTEMBER 2024

Pg 2 removed e.g. “circle time”

Pg 3 added Much of this work takes place in PSHE lessons and we have a set of “Golden Rules” which are referred to regularly both in the classroom and during assemblies.

Reviewed September 2025
No change

