Respect Reflection Responsibility Resilience

Green Shoots Partnership

Anti-Bullying Policy

Our Vision

Green Shoots Partnership is a nurturing federation with a strong sense of pride and belonging, with the belief that all have the potential to thrive.

Our Purpose

We exist to cultivate a love of learning by broadening horizons and opening minds to new possibilities. Through our Federation Values, we grow confident individuals who aspire to shape the future.

Meadowside Primary School

Great Doddington Primary School

Last Updated: July 2025

EQUALITY DUTY

Within the Green Shoots Partnership, we want everyone to reach their full potential and to ensure that all members of our school communities are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

Anti-Bullying Policy

1. Statement of Intent

Green Shoots Partnership is committed to providing a warm, caring, and safe environment in which all children can learn and play without fear. We believe every child has the right to feel secure, respected, and included.

Bullying of any kind is unacceptable and will not be tolerated in any of our schools. We take all incidents of bullying seriously. Bullying causes harm, and no one deserves to be a target. Those who engage in bullying must be supported to understand and change their behaviour.

We recognise that bullying may occasionally occur. When it does, we are a TELLING school — meaning that all members of our community are expected to report bullying so that it can be addressed swiftly and effectively in line with this policy.

2. Aims and Objectives

This policy aims to:

- Prevent and address bullying behaviours through clear procedures.
- Establish a whole-school ethos where bullying is seen as unacceptable.
- Provide a secure, respectful environment for everyone.
- Ensure all members of the school community understand what bullying is and what to do if it happens.

This will be achieved through:

- Compliance with legal requirements:
    - The Children Act 1989 and 2004
    - The Education and Inspections Act 2006
    - The Equality Act 2010 (Public Sector Equality Duty)
    - 'Every Child Matters' Green Paper (2003)
- Training and awareness for staff, pupils, and parents/carers.
- Consistent responses to all reported incidents.
- Supporting those affected by bullying and promoting inclusive behaviour.

3. Definition of Bullying

"The repetitive, intentional hurting of one person or group by another, where the relationship involves an imbalance of power. It can be physical, verbal, or psychological and may occur face-to-face or online."

(Anti-Bullying Alliance, 2023)

Types of Bullying:

- Emotional: Exclusion, humiliation, intimidation, threatening gestures.
- Verbal: Name-calling, sarcasm, gossip, rude remarks, teasing.
- Physical: Hitting, kicking, spitting, theft, pushing, or other violent acts.
- Racist: Racial slurs, graffiti, or targeting based on ethnicity.
- Sexual: Unwanted physical contact or sexually abusive comments.
- Homophobic/Biphobic/Transphobic: Targeting based on actual or perceived sexual orientation or gender identity.
- Online/Cyber: Harassment via text, email, social media or other digital means (see Online Safety Policy).
- Disability-related: Derogatory behaviour or remarks linked to SEND or disabilities.
- Coercion or Isolation: Manipulating, excluding, or exploiting peers.

What Bullying is Not:

- One-off incidents such as disagreements, falling out with friends, or minor teasing.

    - These are normal parts of social development and should be addressed but are not classed as bullying unless they are repeated and intentional.

We promote the S.T.O.P. message to define bullying:

Several Times On Purpose

4. Bullying and Mental Health

Bullying can severely impact a child's emotional wellbeing, self-esteem, and mental health. Children who are bullied are more likely to experience anxiety, depression, or self-harming behaviours. Equally, children experiencing mental health difficulties may be more vulnerable to bullying.

We promote an environment where students feel safe to talk about their experiences. Our staff are trained to respond empathetically and non-judgementally. Disruptive behaviour is seen in context, often as a sign of distress, and is handled accordingly through both our Behaviour and Wellbeing policies.

5. Signs and Symptoms of Bullying

Adults should look out for the following signs, which may suggest a child is being bullied:

- Avoiding school or changes in travel routes.
- Becoming withdrawn, anxious, or less confident.
- Frequent physical complaints (headaches, stomach aches).
- Declining school performance.
- Unexplained injuries or damaged belongings.
- Missing possessions or asking for extra money.
- Sudden changes in behaviour, including aggression or defiance.
- Changes in language (e.g., swearing or violent talk).
- Self-harming behaviours or threats to run away.

These signs could indicate other problems, but bullying should always be considered and investigated.

6. Reporting Bullying

Children Should:

- Report concerns to their class teacher or any trusted adult.
- Use systems like the Worry Box/Worry Monster if they feel uncomfortable speaking directly.

Staff Should:

- Listen and take concerns seriously.
- Record the incident on MyConcern.
- Investigate thoroughly and seek to reconcile those involved.
- Work with the Pastoral Support Manager or SENDCO if additional support is needed.
- Ensure serious cases are logged and reported to:
    - Head of School
    - PSHE Lead
    - Governors (where appropriate)
    - Safeguarding services or Police, if required

Parents/Carers Should:

- Recognise the difference between bullying and everyday social issues.
- Speak to the class teacher as the first point of contact.
- Be reassured that all concerns will be taken seriously and responded to in line with this policy.

7. Bullying Towards Staff

Bullying of staff by pupils, parents/carers, or colleagues is also unacceptable.

Staff Should:

- Report concerns to a trusted colleague or senior leader.
- Document the concern using a Record of Discussion Form.
- Seek support from SLT, union reps, or HR.

- Where appropriate, serious cases will be reported to:
    - Head of School and Executive Headteacher
    - Governors
    - Police or safeguarding agencies

All reports are confidential and will be stored securely.

8. Sanctions for Children Who Bully

Sanctions are proportionate and follow the Relationships and Regulation Policy. They may include:

- Verbal or written apology.
- Loss of privileges.
- Parent/carer meeting.
- Behaviour report card.
- Temporary removal from school trips/clubs.
- Fixed-term or permanent exclusion (for severe/repeated cases).

9. Preventative Strategies

The Green Shoots Partnership uses a range of proactive strategies to prevent bullying, including:

- Annual participation in Anti-Bullying Week.
- Regular PSHE and circle time activities.
- Assemblies and drama workshops exploring respect and inclusion.
- Confidential worry boxes in classrooms.
- Pupil voice activities (e.g., surveys, school council).
- Visible anti-bullying materials and reminders.
- Use of praise and reward systems.
- Whole-school modelling of respectful relationships.

10. Monitoring and Evaluation

This policy will be reviewed annually by the Pastoral Support Manager, SLT, and Governing Body.

We will use:

- Surveys and focus groups
- Feedback from worry boxes
- Behaviour and incident logs
- MyConcern reports

Any necessary changes will be made and communicated to all stakeholders.

11. Sources of Help and Support

Organisation	Contact	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.org
Anti-Bullying Alliance	020 7843 1901	www.anti-bullyingalliance.org.uk
Anti-Bullying Network	0131 651 6103	www.antibullying.net
Bullying UK	-	www.bullying.co.uk
Childline	0800 1111	www.childline.org.uk
Kidscape	020 7730 3300	www.kidscape.org.uk
NSPCC	0808 800 5000	www.nspcc.org.uk
Office of the Children's Commissioner	-	www.childrenscommissioner.gov.uk

This policy should be read in conjunction with the:

- Online Safety Policy
- Relationships and Regulation Policy