Learning Together,
Growing Together

Bywell CE (C) Junior School

# Anti-Bullying (in addition to the Behaviour policy)

2026

The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves (Taken from the Teachernet Website).

**The main types of bullying are:**

- **Physical** (hitting, kicking, theft)
- **Emotional**: emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating or intimidation.
- **Cyber-bullying**: cyber-bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.
- **Verbal**: verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing. Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material. Indirect (spreading rumours, excluding someone from social groups)
- **Racism**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality.
- **Sexism**: valuing or treating a group differently through prejudice, stereotyping or antagonism, directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.
- **Homophobia**: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption

that people identify as heterosexual despite not having disclosed their sexual orientation. It includes connotations about stereotypes about gay men and women.

- **Biphobia**: valuing or treating a group of people differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.
- **Transphobia**: valuing or treating a group of people differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.
- **HBT (Homophobia, Biphobia and Transphobia**): valuing or treating a group of people differently through prejudice, stereotyping or antagonism directed at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.
- **Religious discrimination**: valuing or treating a person or group of people differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.
- **Disablist discrimination**: valuing or treating a group of people differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may have a similar diagnosis.
- **Classist discrimination**: valuing or treating a group of people differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the

individual but on their families and others perceived to be from the same group.

Pupils who are being bullied may show changes in behavior, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

**Statutory duty of schools**

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Schools are also required to operate within the Equality Act 2010.

**Implementation**

***Schools***

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the head teacher
- The head teacher will interview all concerned and will record the incident
- Class teachers will be kept informed and if it persists will advise the appropriate subject teachers
- Parents will be kept informed
- Sanctions will be used as appropriate and in consultation will all parties concerned

***Pupils***

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with an adult
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong-doing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, Collective Worship and subject areas, as appropriate, in an attempt to eradicate such behaviour.

**Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

**Review date** – September 2027