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ANTI-BULLYING POLICY
(INCLUDING ONLINE BULLYING)

Review Date			
September 2027			
Statutory Policy?	**Governors Approval**	**Responsibility of**	**Date**
No	Yes	Lara Collingwood	September 2025

HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of Change	Amended by	To be Ratified
August 2025	2	Updated age range of school, definitions of bullying and cyber bullying	LC	
August 2025	3	Updated links to DFE documents, names of policies, additional information about CPOMS	LC	
August 2025	4	Updated information regarding CPOMS	LC	
August 2025	5	Additional information on support offered to children, PSHECC link included	LC	

1. Introduction

1.1 Fort Royal Primary School provides education for children aged 4-11 years of age.

1.2 Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Children who bully use their power — such as physical strength, access to embarrassing information, or popularity — to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

1.3 Online Bullying is the use of technology (social networking, messaging, text messages, e-mail, chat rooms etc.) to harass, threaten or intimidate someone for the same reasons as stated above.

Online bullying can take many forms including:
- Abusive or threatening texts, emails or messages
- Posting abusive comments on social media sites
- Sharing humiliating videos or photos of someone else
- Spreading rumours online

- Trolling – sending someone menacing or upsetting messages through social networks, chatrooms or games
- Prank calls or messages
- Group bullying or exclusion online
- Anonymous messaging

2. **Purpose**

2.1 This policy stands alongside the following policies:
- Safeguarding and Child Protection
- Child on Child Abuse
- PSHECC
- Relationships, Sex and Education
- Relationship Based Behaviour and Regulation

2.2 This policy is made with reference to government guidance Preventing and tackling bullying, Cyber bullying: advice for headteachers and school staff and Advice for parents and carers in cyber bullying.

3. **Aims**

3.1 To demonstrate that Fort Royal Primary School takes bullying seriously and that such behaviour will not be tolerated.

3.2 To take measures to prevent all forms of bullying at Fort Royal Primary School and during off-site activities to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

3.3 To identify actions to be taken where bullying behaviour is identified.

4. **Principles**

4.1 Bullying affects everyone; it is unacceptable and will not be tolerated.

4.2 All issues of bullying must be addressed.

4.3 If bullying does occur, all children should be able to report incidents and know that they will be dealt with promptly and effectively.

5. **Bullying Behaviour**

5.1 Not all aggressive behaviour is bullying. Some children at Fort Royal Primary school may display what is deemed to be an aggressive behaviour towards another child due to their emotional or sensory regulation needs. All of these behaviours are logged on the schools electronic recording system CPOMS. The DSL will then determine whether is it to be categorised at bullying and what the appropriate next steps are.

5.2 Some children may feel they are being bullied when there is no intention from others to cause them distress. Such perceptions of bullying are valid and should be taken seriously, and action taken to address the issue with all parties involved.

5.3 The nature of bullying behaviour includes, but is not limited to:

• Emotional: e.g. being unfriendly, excluding, tormenting

• Physical: e.g. pushing, kicking, hitting, spitting or any use of violence

• Sexual: e.g. unwanted physical contact or sexually oriented comments or gestures

• Racist: e.g. racial taunts, graffiti, symbols

• Homophobic/Transphobic: e.g. taunts relating to sexuality

• Religious: e.g. criticising or mocking religious practices, clothing or adornments and may be

• Gestural: e.g. hand gestures, facial expressions

• Verbal: e.g. name-calling, sarcasm, spreading rumours, teasing

• Telephonic: e.g. by text messages, calls and voicemail

• Cyber: e.g. email, chat room misuse, social media, uploaded photographs

6. Responding to Bullying

6.1 Any child who feels that they or a peer are being bullied can report this confidentially to any member of staff and expect to be fully listened to and supported.

6.2 Any child reporting bullying can openly discuss the nature of their bullying, without fear of further bullying or discrimination.

6.3 When adults observe or are alerted to an incident of bullying they should immediately take action.

6.4 Reported incidents will be investigated and recorded on CPOMS. The reporting process will include :

• Who was involved (or alleged to be involved)
• Where and when it happened
• What happened
• What action was taken by the senior leadership team

- How was it followed up
- Parent/carer involvement

6.5 Children who have been bullied will be supported by adults through:

• being listened to through an immediate opportunity to discuss the experience

• being given reassurance to restore self-esteem and confidence

• being helped to seek a solution through manageable steps

• being offered continuing support until the situation is resolved

6.6 Pupils who have bullied will be responded to by:

• being listened to and encouraged to express their perspective of the incident

• being encouraged to understand the inappropriateness of their behaviour and the need for change

• being supported to address and change their behaviour

What support the children may require depends on the individuals involved. The child's age and level of development will need to be considered. Each case will be looked at individually and the DSL will discuss with the school play therapist, PSHECC and mental health lead possible support and next steps for the children involved.

Other interventions that could be considered may target a whole class or small group within a class. It may be that through the continued curriculum of Relationship and Sex Education, PSHECC and SMSC that certain issues can be discussed and debated more frequently. Some children will be offered support from the school Emotional Literacy Support Assistant if appropriate.

All incidents of bullying will be logged on the school electronic recording system CPOMS and the safeguarding team will monitor these logs at weekly triage meetings.

7. <u>Prevention approaches</u>

7.1 The PSHECC curriculum provides opportunities for pupils to acquire the knowledge, understanding, values, attitudes and skills to enable them to develop and manage positive relationships.