Suckley School

Anti-Bullying Policy

Responsible Person: Helen Field

Date Written: September 2021

Last reviewed: October 2025

Review Schedule: Annually

Suckley School Ethos to Anti-bullying.

Suckley School seeks to develop an ethos and culture where relationships are strong and nurtured throughout the school. Our curriculum builds on team work and seeks to strengthen relationships. Alongside this we teach PSHE and RSE throughout the school which supplements our social and emotional work. Thrive and Trauma Informed Practice is also intrinsic throughout our school where we develop and promote positive behaviours and respect for each other. Our values underpin all that we do which we celebrate throughout each day. The school puts the well-being of our children and staff at the heart of all we do and will not accept bullying in any form.

Aims:

- This policy outlines what Suckley School will do to prevent and tackle all forms of bullying.
- The policy outlines how staff are supported in dealing with such matters and consequences of actions.

Links to legislation

We follow several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

-Keeping Children Safe in Education 2025

-The Education and Inspection Act 2006, 2011

-The Equality Act 2010

-The Children Act 1989

-Protection from Harassment Act 1997

-The Malicious Communications Act 1988 o Public Order Act 1986

-Public Order Act 1986.

This policy complies with our funding agreement and articles of association.

Responsibilities

It is the responsibility of the:

- Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of bullying

Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child on child abuse.

Types of bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including: -

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying or Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics): Bullying related to race, religion, faith and belief and for those without faith * Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/bi-phobic bullying)
- Gender based bullying, including trans-phobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Approaches to dealing with bullying

Suckley School’s ethos toward anti-bullying runs through-out our school.

- Staff are supported through training on identifying all forms of bullying and how to take appropriate action, following the schools anti–bullying and behaviour policy. Staff know how to record and report incidents.
- Staff are aware of a number of approaches for addressing bullying through curriculum activities, displays, assemblies and peer support.
- Suckley school promotes high self-esteem and works with individuals where there are concerns using a range of agencies if needed.
- Pupils are involved in lessons which explain how to express worries and anxieties about bullying.
- The school council takes an active role in the promotion of anti-bullying through pupils being involved in anti-bullying weeks and campaigns.
- Parents understand that the school does not tolerate any form of bullying and key information is available to parents.
- Parents know how to raise concerns and with whom.

- Suckley School's environment promotes mutual respect and inclusivity, consideration and kindness to everyone.

Consequences

Each reported case of bullying is looked at by the Senior Leadership Team (SLT) and reported to the Governing Body. The SLT will liaise with all those involved and their families. Report cards are sometimes used to promote positive behaviours to try and intercept any unkind behaviours. If the problem persists and escalates sanctions are in place which are outlined in our behaviour policy. Outside agency advice will be sought if the school feels an Educational psychologist will be helpful with specific strategies that could be implemented. Thrive support is used to support individuals involved following any reports of bullying.

Suspensions

Depending on the type of behaviour and reason behind such behaviour, a set number of days excluded from the school may be put into place. A letter will be sent home and a meeting with parents/carers organised to explain the reasons for the suspension. Work will be sent home with the parents/carers and a return to school meeting organised to set conditions and rules for reintegration into school.

Permanent Exclusion

This is a last resort and will only be issued in response to a serious breach, or persistent breaches of our school's behaviour policy and if in allowing the pupil to remain in school would seriously harm the education or welfare the pupils or others in school. Current statutory guidance 'Exclusion from maintained schools, academies and pupil referral units' DfE will be followed in these cases to ensure all legal requirements are followed correctly.

Monitoring Arrangements

This policy will be reviewed every year, but can be revised as needed.

This policy will be approved by the full governing body.