



Anti-Bullying Policy

2025-26

Penbridge School

Part of the Thinking School's Academy Trust

Date of determination May 2025

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CHILD FIRST – ASPIRE – CHALLENGE – ACHIEVE

Anti-Bullying

We strive to provide a secure environment where everyone can feel safe and happy. Bullying behaviour is therefore unacceptable and will always be taken seriously. To provide greater clarity for staff, parents and pupils we have combined our behaviour and anti-bullying policy as we see bullying as part of a continuum of behaviour, rather than something separate. Our behaviour and relationships policy provides the foundation for everyone.

This policy has close links to our Safeguarding and Behaviour & Relationships policy and should be read in conjunction with the ethos outlined within this policy.

Our Aims

- To ensure everyone feels secure and safe.
- To promote a sense of community where all are valued.
- To deal sensitively with the victim and the person/s who has/have been bullying.
- To encourage inclusive, caring and safe behaviour.
- To encourage pupils to behave in a responsible way.
- To encourage a whole school approach involving pupils, staff and parents/carers.

Definition

Bullying can be a very emotive term, therefore we believe it is vital to identify what we understand by it. There are many definitions of bullying but most have 3 things in common:

- It is deliberately hurtful behaviour.
- It is repeated over a period of time.
- It is difficult for those being bullied to defend themselves.

DFE 1994

‘Bullying is a behaviour which can be defined as a repeated attack – physical, psychological, social or verbal by nature – by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gratification’ Besag, 1989

Types of Bullying

Bullying can take many forms but the main types are:

- Sexual- touching, repeated exhibitionism, voyeurism, sexual positioning, verbal personal comment or deviant desires communicated.
- Racist and faith based - name-calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs.
- Homophobic- based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using ‘gay’ as a negative term, warning others about a person, graffiti etc.
- Appearance- based on weight, size, hair colour, unusual physical features.

Disability

– name calling, exclusion. Talking over a person, mimicking, physical overpowering

(e.g. moving a wheelchair), laughing at a difficulty or difference.

- Health – based on physical or mental conditions.
- Income based – of living on a low income.
- Transgender – based on perception of gender identity.
- Caring responsibilities – name calling, negative assumptions / misunderstandings about young carers

Methods of bullying:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.
- Verbal – name-calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care.
- Non-verbal – staring, body language, gestures, posturing.
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, rude gestures or faces.
- Cyber – text messaging, burn pages (on social media), internet chat rooms, the misuse of camera or video facilities, offensive questions.

Whilst this policy mainly concerns itself with pupil-to-pupil bullying, it acknowledges that other parties/bullying relationships may exist, for example staff-pupil, pupil-staff, parent-staff, staff-parent, parent-pupil, staff-staff, parent-parent.

Peer on Peer abuse

At Penbridge School we recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. All peer on peer abuse is unacceptable and will be taken seriously. To enable our children to report abuse confidently, we have the following systems in place

- CEOP report button on our school website to report unwanted online peer on peer abuse
- Online Safety posters displayed around school with information about online abuse and how to report at school or at home.
- Display boards targeted individually at lower and upper school age range to identify people who are in school children can speak to.
- Direct language used on display boards for children to recognise scenarios peer on peer abuse can present as.
- Enriched PSHE curriculum which covers peer on peer abuse with opportunities to ask questions discreetly
- Online Safety Day where asking questions and discussing children’s experiences are discussed and planned alongside the DSL.

All staff understand that behaviours are not downplayed, dismissed as “banter”, “just having a laugh”, “boys being boys” or “part of growing up”. School staff support perpetrators, victims and other children affected via school pastoral support processes, undertaking an Early Help Assessment or managing the referrals to statutory services (should a child be in need, is suffering or is likely to suffer harm). At Penbridge School parents are also supported by accessing Multi-Agency Behaviour Support Service (MABS) as well as appointments with the School Nursing Service and Mental Health Service drop in; all offered on site within school hours where possible.

Bystanders

The school recognises the fact that bystanders can:

- Be involved in resolving bullying.
- Have a role in perpetuating or escalating the situation.
- Be reluctant to intervene through fear of the consequences, loyalty to the bully, lack of awareness or interest in the potential harm that can result from bullying.

Our school vision and values emphasise the importance that equality and respect have in creating and maintaining an ethos of caring and good relationships and behaviour throughout the school. As such, every adult in the school is expected to report incidents of bullying when they come across them.

Processes

In dealing with behaviour and bullying, it is important to understand the difference between rough play, a genuine accident, an angry remark and bullying. The table below provides a helpful distinction between bullying and what is referred to as relational conflict.

(Portsmouth Anti-Bullying guidance, January 2016 edition)

Bullying	Relational Conflict
Repeated, hurtful behaviour	Happens occasionally
Deliberate or intentional behaviour that causes physical or emotional harm	Accidental
Imbalance of power	Equal power
No remorse	Remorseful
No effort to solve the problem	Effort to solve the problem

- **Be Available** - Make it known that you are ready to listen and provide immediate support.
- **Listen** - Ask the victim or representative who was involved and how she/he is feeling.
- **Record** – Use the ‘Meeting Record’ form or in more serious cases (Appendix 2)
- **Respond** - Ensure that your response is non-aggressive and provides a model of positive behaviour. Identify pupils with a long-term need, requiring a development programme.

- **Follow Up** - Review progress and evaluate policies and intervention.

All incidents of potential bullying are recorded and monitored.

Working with Parents/Carers

We understand the concerns of parents/carers in wanting to ensure that their children are safe and happy and as a school we will take every report of bullying seriously. All reports will be investigated and parents/carers will be kept informed of the outcomes. However, we do sometimes get reports of bullying that when investigated turn out to be issues between friends that have disagreed or children that do not understand that their behaviour has affected others. In such cases, we will liaise with parents/carers to discuss the outcome.

Youth Mental Health Ambassadors

At the Junior School, Youth Mental Health Ambassadors are available to support during lunch periods helping to improve social skills and to facilitate social development on the playground. They have been trained by the Mental Health Support Team and are available for children to be able to talk to them. The ambassadors bring ideas back to the pastoral team of how to make improvements, gaining pupil voice on how to improve wellbeing around the school.