

ANTI-BULLYING POLICY



A community inspiring lifelong learning.

**Spinfield School
Terrington Hill
Marlow
Buckinghamshire
SL7 2RE**

**Tel: 01628 473551
Fax: 01628 477652**

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Signed:	A J W Bone / K Spence
Position:	Safeguarding Governor / Chair of Governors
Date:	30 Mar 25

Objectives of the anti-bullying policy at Spinfield School:

- All members of our community understand that bullying will not be tolerated at Spinfield School
- All members of our community understand that we will work together to resolve bullying
- All teaching and non-teaching staff, governors, pupils, parents and carers will have an understanding of what bullying is
- All pupils, parents and carers will know what the school policy is on bullying, and what they should do if bullying arises
- All teaching and non-teaching staff and governors will know what the school policy is on bullying, and follow it when bullying is reported
- All members of our community understand that we take bullying seriously and any child will be supported when bullying is reported

At Spinfield School we are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear. The ethos of our school fosters high expectations of understanding behaviour and we will challenge any behaviour that falls below this.

Through this policy, we recognise that bullying can happen and make children's lives unhappy and hinder learning. As such, we aim to work to prevent bullying and, if it does happen, pupils and parents should be assured that they will be supported through a consistent and constructive school response.

This policy is strictly intended for bullying and aligns directly with the following definition:

Definition

Bullying is defined as:

***Behaviour** by an individual or a group, **repeated over time**, which **intentionally hurts** another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people.*

People are bullied for a variety of reasons and it can happen to anyone.

This policy covers all types of bullying including:

- Repeated unkind words and or actions
- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber bullying

At Spinfield, we recognise that the above is not a definitive list and all behaviours that are reported as bullying will be investigated.

Bullying can take many forms but typically includes the following types of behaviour:

- Physical A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Verbal name calling, insulting, threats and offensive remarks

- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of a malicious rumour, sending abusive mail, email and text messages and abuse of any kind of via social networking sites (Cyber bullying refers to bullying through information and communication technologies)

As a school community we understand that there are different roles within bullying. We discuss these roles with our children. We also understand that the same child can adopt different roles at different times, or indeed at the same time.

The different roles:

- The ring-leader, the person who through their social power can direct bullying activity
- Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring leader)
- Re-enforcers who give positive feedback to the bully, perhaps by smiling or laughing
- Outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders who try and intervene to stop the bullying or comfort children who experience bullying

It is important to make the distinction between bullying and friends falling out with each other. Falling out is an inevitable part of a child's life that they will need support to learn to cope with. A single incident involving conflict – aggression, intimidation or nastiness – is not bullying. Any incident will be taken seriously and appropriate action taken.

At Spinfield we do not confuse friendship issues with bullying. We will support children to resolve friendship issues and involve relevant adults, but these issues are not included in the scope of this policy.

Below is a suggested pathway for parents/carers to support their children:

Level	Alleged interaction	What the school will do	What we would expect you as the parent/carer to do	What we would expect the parents of the 'other child' to do
1	Another child / group of children have said or done something unkind to my child on one occasion. My child has told me that this has been deliberate and intentional. My child is upset but has not suffered any physical or emotional harm.	At this point, you may not need to communicate with the school. However, if your child is upset, hurt or worried about the incident, you might choose to talk to his/her class teacher about it.	Write down exactly what your child says has happened. Talk to your child about how s/he can manage the situation, give them some phrases to use such as: "Stop doing this, it is not kind and you are making me feel upset and worried".	At this stage the parents of the other child would not be involved.
2	Another child / group of children have said or done something unkind to my child – this has happened on more than 1 occasion but no more than 3 in a short time period - i.e within a 2 week period (It is the same child/ren as in level 1) My child has told me that this has been deliberate and intentional. My child is upset and might or	Class teacher invites both children to talk about what has been happening and work with them to map out a pathway to resolve the situation. Revisit the 5 go to people for the child and reinforce that they must tell an adult if they feel upset, threatened or worried regarding the behaviour of this child.	Write down exactly what your child says has happened and let your child's class teacher have a copy of your notes so that we can look out for similar interactions.	School would discuss with you, the parent/carer, as to whether you felt it was appropriate to involve the other child's parents at this stage. If you request they are involved, the school will schedule a meeting with them. The purpose of the meeting will be to make them aware of allegations made against their child and share notes from

	might not have suffered physical or emotional harm.	The behaviour policy will be referred to.		meetings. The main objective will be to work with them to find a pathway forward. Appropriate support and sanctions will be discussed and agreed.
3	Another child / group of children have said or done something unkind to my child and this has happened on more than 3 occasions in a short time period - i.e within a 2 week period (It is the same child/ren as in level 1). My child has told me that this has been deliberate and intentional. My child is upset and might or might not have suffered physical or emotional harm.	Class teacher to make SLT aware of the situation. SLT to communicate to appropriate members of staff so that they can be extra vigilant. Reschedule meeting with children to reassess the situation. Put necessary reassurances and or sanctions in place. The behaviour policy will be referred to.	Request a meeting with your child's class teacher to discuss the situation and to agree on measures the school will put in place. Schedule a meeting to review the situation.	School would discuss with you, the parent/carer, as to whether you felt it was appropriate to involve the other child's parents at this stage. If you request they are involved, the school will schedule a meeting with them. The purpose of the meeting will be to make them aware of allegations made against their child and share notes from meetings. The main objective will be to work with them to find a pathway forward. Appropriate support and sanctions will be discussed and agreed.
4	Another child / group of children have said or done something unkind or physically / verbally assaulted my child on more than 3 occasions in a short time period - i.e within a 2 week period and/or is repeatedly tormenting my child to the point that my child is scared to come into school. (It is the same child/ren as in level 1).	SLT will involve the relevant teachers, teaching assistants and supervisors to closely monitor the 'other child' and ensure there is no continuation of this intimidation. A member of the SLT will carry out an investigation of the allegations and report back to both sets of parents. Following the investigation, the school would decide whether the activity constitutes bullying. If it does constitute bullying, the school will facilitate a discussion between both sets of parents/carers to agree on a best way forward. Appropriate	Ask your child exactly what happened and when. Write down as much of this information as you can so that there is a record of it for discussion with the 'other child's' parents/carers	Be involved in a meeting between both sets of parents/carers so that a reasonable approach can be taken to reaching a way forward. Appropriate support and sanctions will be discussed and agreed.

		sanctions and support will be put into place. Regular review meetings will be scheduled. The behaviour policy will be referred to.		
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Prevention

At Spinfield School we use a variety of methods for helping children to prevent bullying through the explicit and implicit curriculum

PSHE lessons, class and whole school assemblies and circle times explicitly discuss behaviour and bullying and its impact and help to support children in how to deal with bullying behaviour and when and how to seek help.

More implicitly, our school vision of Learning, Developing and Growing Together, and the consistent approach to behaviour (see behaviour policy) promote good behaviour choices and encourage children to have respect for each other and for other people's property

Staff regularly discuss behaviour with children, and reassure children that staff are serious about dealing with bullying. Staff reinforce expectations of behaviour as a regular discussion both inside and outside the classroom. At all times and particularly during playtime and lunchtimes staff are vigilant regarding the interaction and behaviours of individuals and groups of children.

Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings. One off incidents of aggressive behaviour or the use of discriminatory language will be dealt with in accordance with the wider behaviour policy.

Children are also supported in building positive peer relations through the use of our playground buddy benches and our playground leaders (older children who mediate in minor friendship issues on the playground) and nurture groups or individual sessions with members of our teaching assistant team.

Two members of staff are trained to deliver the "Girls on Board" friendship strategy: <https://www.girlsonboard.co.uk/> However, the message from the training is relevant to both boys and girls and would be used for all children.

Response

Should incidents of bullying occur they will be dealt with in accordance with the following protocol:

- All children's and parents' concerns around bullying are taken seriously
- Incidents of bullying will be investigated, talking separately with all children involved
- If staff witness or believe reported bullying behaviour or believe that behaviours may be indicative of, or lead to, bullying then they should complete a Bullying Incident Record form. This form should be copied to class teacher(s) of all children involved and to the Headteacher
- If parents report incidents of bullying not witnessed or reported at the time in school, a note is made of it on a parent meeting form (copies to Headteacher and class teacher(s) and staff are alerted to be watchful of the situation.

Staff should not report an incident as 'bullying' just because children or other adults have chosen to describe it as such. Behaviour not characterised as described above, but serious enough to warrant recording should be reported on a Bullying Incident Record form and regular reviews of these will allow patterns to emerge should bullying have gone undetected.

- Those who bully will be subject to sanctions in line with the school's behaviour policy and the targets of bullying will receive support from identified members of staff

- Adult mediation may be used between the child being bullied and the child doing the bullying to discuss what has happened and how this made the child/children feel
- The target of bullying will be assured that they should immediately report any future incidents and know they will be listened to
- The child/ren doing the bullying may also be offered support. There can be underlying reasons why a child/ren displays bullying behaviour and acts in this way, and that needs to be addressed
- We will ensure extra supervision and monitoring of the children's behaviour following incidents to check all is well
- Parents of all children will be kept informed of outcomes of investigations and kept 'in touch' until it is felt there is no longer a risk of bullying
- In extreme cases the school may involve external behaviour support services
- The school also reserves the right to exclude children whose behaviour remains wholly unacceptable – withdrawal of playtime, privileges, withholding participation in school activities (e.g. trips or sporting fixtures) fixed term or permanent exclusion

Involvement of the school community

It is recognised that bullying has an impact on the wider school community including children who witness such behaviour, staff and parents.

Pupil's views via a pupil voice questionnaire, global citizens and the school council are also sought.

Bullying outside school and Cyber bullying

This policy relates to children's behaviour when in school, when supervised by staff outside school, e.g. when on a school trip or at sports fixtures and when in extended school services including before or after school clubs. We work closely with our signposted childcare and club providers to ensure that any communication about bullying is shared.

However, the rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying' which can occur in or outside of school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content at a click.

At Spinfield School the issue of cyber bullying is explicitly tackled at least once a year in a taught lesson and school assemblies looking at internet safety; however we recognise that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff.

The DFE outlines the specific statutory power, held by Headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of staff. This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyberbullying.

If members of the school community are involved in cyberbullying against pupils, for example:

- Sending abusive or threatening email or text messages
- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone

Then the Headteacher does have the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as given above or involving external agencies such as the police as appropriate.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems for Headteachers, and will only be considered where actions are continued or impact directly upon relationships and learning in school.

Vulnerable Children and Learning

We recognise that children regarded as vulnerable due to their home situation, disability, communication difficulty etc., are often more likely to be targets of bullying behaviour. As such, children identified as 'vulnerable', via our child safeguarding procedures (see safeguarding and child protection policy) are monitored more closely by staff especially in vulnerable situations such as playtimes or lunchtimes.

Bullying and School Staff

Bullying of staff by other staff members or members of the public is covered by staffing policies. Bullying of children by staff is a form of abuse and covered by the school safeguarding and child protection policy.

Monitoring and review

Spinfield School's anti-bullying policy is monitored regularly by the SLT who report to the governors about its implementation and effectiveness; Governors are kept informed about incidents of bullying in school via the Headteacher's report to Governors which will include reference to any bullying incident record forms completed and stored on CPOMS and by the annual safeguarding report to governors.

This policy will be reviewed at least once every three years (alongside the schools behaviour policy) as well as if incidents occur that suggest the need for review.

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. This policy also needs to be read in conjunction with the following policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- PSHE policy
- SEN policy
- Equalities Policy and Plan



Spinfield School Bullying Incident Record Form

1. Name of pupil being bullied and class:

Name _____

Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))*

Pupil concerned	☐
Other Pupil	☐
Parent	☐
Teacher	☐

4. Location of incidents (tick relevant box(es))*

Playground	☐
Classroom	☐
Corridor	☐
Toilets	☐
Other – please detail below	☐

5. Name of person(s) who reported the bullying concern

6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression	☐	Cyber-bullying	☐
Damage to Property	☐	Intimidation	☐
Isolation/Exclusion	☐	Malicious Gossip	☐
Name Calling	☐	Other (specify)	☐

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
☐	☐	☐	☐	☐

8. Report of bullying behaviour and its reported impact

9. Details of actions taken and by whom

Signed _____ (Relevant Teacher)

Date _____

Date submitted to Head or Deputy Head _____