Anti-Bullying Policy

Approved at Learning and Development committee meeting on 3rd October 2024

Review Period: 2 years

Date for next review: October 2026

Thorndown Primary School

Anti-Bullying Policy

1. Context

This Anti-Bullying Policy should be read in conjunction with our Relationships Education Policy, Safeguarding and Child Protection Policy, Acceptable Use Policy, PSHCE Policy and Behaviour Management Policy.

1.1 Aims

As a school, we believe that all children have the right to learn in an environment where they feel safe.

The aims of this policy are to:

- create an environment in which everyone agrees that bullying is unacceptable.
- establish an agreed definition of bullying, so it may be distinguished from relational conflict
- outline how we involve the whole school community in developing an Anti-bullying ethos
- share the principles behind our programme of preventative education
- detail how we respond to instances of bullying behaviour.

1.2 Defining Bullying

At our school we define bullying as:

- Repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online. (Antibullying Alliance)
- Repeated negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe. This can happen both online and offline. (Diana Award Definition)

There is no legal definition of bullying. This is the definition we have adopted as a school through consultation with children, parents/carers and staff.

The three/four key elements of this definition are that the behaviour is:

- Hurtful/negative
- intentional
- repetitive
- involves a power* imbalance

*Power may relate to physical size or number of people involved in the behaviour. It may also be related to the target being part of a marginalised group e.g. protected characteristic, care experienced, FSM. Power imbalance may also be created by repetition of the behaviour, which disempowers the target.

We will use the terms:

- 'Bullying behaviour' rather than describing a person as a 'bully'. We intend that this will avoid the self-fulfilling effect of labelling.
- 'Target' rather than 'victim'. We intend that this will avoid the self-fulfilling effect of labelling.

Bullying behaviour may be:

- Physical- for example pushing, poking, kicking, hitting, biting, pinching
- Verbal – for example name-calling, teasing, belittling, threatening
- Indirect – for example cyberbullying, spreading rumours, exclusion, secret sharing, damaging belongings

These different forms of bullying may occur separately or coexist.

We know that experiencing bullying can have a significant, negative and lasting impact on a child's physical, emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have.

1.3 Wider Context

We recognise that bullying remains an issue in and out of schools. Nationally, The Good Childhood Report 2020[1] found that 38.6% of children reported having experienced at least one form of bullying in school over the past 6 months. *Locally, the Primary Health-Related Behaviour Survey (2022) found 34% of Cambridgeshire Y5/6 pupils feel afraid of going to school because of bullying at least 'sometimes'. This rises to 57% of gender questioning children and 52% of those with a disability or long-term illness.*

Section 89 of the Education and Inspections Act (2006) states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The Education Inspection Framework (2021) requires inspectors to make a judgement on the extent to which, "leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread."

This policy outlines both the preventative work we do with the children to reduce the risk of bullying behaviour occurring, and how we respond when incidents of bullying arise. This policy is consistent with the DfE publication Preventing and Tackling Bullying (2017) and the DfE statutory requirements for Relationships Education and Health Education (2020).

1.4 Inclusion

We are aware of our responsibilities under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that any child may be affected by bullying. We also seek to raise awareness via our preventative education programme with the children that sometimes bullying is related to prejudice. This learning aims to support children to recognise the views of others and to help them understand that identities, lifestyle choices and attitudes will differ among people, but that prejudice and intolerance are always unacceptable.

See our Relationships Education Policy for more detail about how our Relationships Education prevents behaviours such as homophobic, biphobic, transphobic, racist, sexist, disablist and faith-based bullying, supporting all pupils but especially those:

- with protected characteristics or who have family members with protected characteristics
- with Special Educational Needs and Disabilities (SEND)
- who are care-experienced
- who are economically disadvantaged.

1.5 Safeguarding

Keeping Children Safe in Education 2023 states that all staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that child-on-child abuse includes bullying, both on and offline. When staff have concerns about child-on-child abuse, this information is shared with the Designated Safeguarding Lead in line with our Safeguarding and Child Protection Policy.

We are aware that bullying may also occur between adults and children. If this occurs, responses may go beyond the scope of this policy.

For further information about how our Relationships Education helps us fulfil our statutory safeguarding duties, see the Relationships Education Policy.

2. Involving the Whole School Community

2.1 Engaging with Pupils

We will involve pupils in the evaluation and development of the Anti-Bullying Policy in ways appropriate to their age.

- *We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.*
- *We will obtain pupils' views about which parts of school feel safe to them and how pupils could be helped to feel safer in school.*
- *We will ask pupils to reflect on their learning and set goals for future learning.*
- *We will consult pupils (e.g. through School Council) about their perception of the strengths of our Anti-Bullying provision and the areas to be further developed.*

2.2 Working with Governors

This policy has been developed with governor involvement, so that the governors are able consider the extent to which leaders, teachers and learners create an environment where bullying, child-on-child abuse or discrimination are not tolerated, and establish whether staff deal with bullying issues quickly and effectively when they do arise. In order to facilitate this process, the Anti-bullying Policy appears annually on the agenda of one governors' meeting. The policy is available on the school's website. A link governor for Anti-Bullying has been nominated.

2.3 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy and respect and we seek to work in partnership with parents/carers in our approach to Anti-Bullying. We will encourage this partnership by:

- *Sharing details of our Anti-Bullying approach on our website*
- *Promoting our definition of bullying, so that all members of the school community are aware of it.*
- *Informing parents/carers by newsletter or leaflet of forthcoming Anti-Bullying topics, which are predominantly taught through our PSHE curriculum, e.g. Anti-bullying, Diversity and Communities, Personal Safety*
- *Informing parents/carers about our Anti-Bullying approach as their child joins the school through the school brochure/prospectus/website*
- *Inviting parents to discuss their views and concerns about Anti-Bullying on an informal basis through drop ins*
- *Signposting parents/carers to sources of support to help them address the needs of their child if their child has been affected by, is engaging in, or has witnessed bullying behaviours.*

3. The Role of Preventative Education

3.1 Principles

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values. *(You may wish to add relevant detail here).*

We recognise that effective preventative education can reduce the risk of bullying behaviour occurring. We know that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong anti-bullying culture.

3.2 Curriculum Organisation

In accordance with the DfE statutory requirements for Relationships Education and Health Education (2020), pupils will learn:

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help *(Respectful Relationships-Relationships Education).*
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing *(Mental Wellbeing- Health Education).*
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health *(Internet Safety and Harms – Health Education).*

We will primarily use the *Cambridgeshire Primary Personal Development Programme* and the resources recommended within it when planning and delivering PSHCE with an Anti-Bullying focus, *which includes their 'Anti-Bullying' units of work.*

The Anti-Bullying Units of work provide the opportunity for pupils to learn, in an age-appropriate way, about:

- *the sort of behaviour that constitutes bullying, including cyberbullying*
- *how people can be affected by bullying*
- *the role that bystanders can play in worsening or improving a bullying situation*
- *the difference between bullying and falling out, including strategies for resolving a falling-out*
- *which trusted adults they could speak with if they were affected by bullying in school or in the community*
- *assertiveness strategies that could help them in a bullying situation*
- *ways in which pupils, teachers and parents/carers can work together to reduce bullying.*

Other topic areas which support learning about Anti-Bullying are:

- *Diversity and Communities - learning about the breadth of different family structures, lifestyles, religions and cultures and understanding how to show respect and celebrate difference.*
- *Digital Lifestyles - learning about how to navigate their online relationships positively and access help if they are worried about something online.*
- *Family and Friends - learning skills for developing and sustaining healthy friendships, including how to apply principles of mutuality, equality, respect and loyalty across different types of relationships*
- *Personal Safety - learning how to recognise when they are feeling unsafe, and how to ask for help and support.*

Anti-Bullying will be taught via:

- PSHCE through *designated lessons, circle time, participation in Anti-bullying week, other focused events and themed weeks,*
- Other curriculum areas, especially *English, RE and computing*
- Enrichment activities, especially *our assembly programme, SEAL programme, Peer Mediation opportunities.*

For further information about our PSHCE Curriculum, including how we select appropriate teaching resources, see our Relationships Education Policy.

3.3 Teaching Methodologies

We apply the same principles when teaching about Anti-Bullying as in our wider PSHE teaching and deploy the same range of methodologies. *For more information about our PSHE teaching methodologies see our PSHE Policy and Relationships Education Policy.*

We recognise that there will be some children within the school who have previously or are currently affected by bullying and we will employ teaching and learning strategies to support all children to access the learning in a way which feels safe for them, including:

Using **Distancing Techniques** such as *fiction, puppets, case studies, role-play, videos,* which enable them to discuss issues without disclosing personal experience.

Establishing **Ground Rules** such as *not naming others when discussing friendship/bullying experiences, the right to pass during Circle Time activities/drama activities if this feels uncomfortable, using safe language* to enable all children to feel safer as they participate in learning in this subject area.

4. Responding to Bullying

4.1 Receiving a Report of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, (including cyberbullying) including children who have experienced being bullied and bystanders who have witnessed an incident.

Our preventative curriculum includes helping children to recognise bullying behaviours and identifying their trusted adults in and out of school.

All staff are trained on the need to take reports of bullying seriously, including when to involve a *Senior Leader.* All staff will act promptly when responding to reports of bullying. Staff who are not equipped to respond directly, or who do not have a child facing role, will inform a colleague. The first priority is to reassure the child that they have done the right thing by reporting the incident and to have a conversation with the child/ren targeted by the bullying behaviour to establish their views and feelings.

Where parents/carers have concerns about bullying, either because their child has been the target of bullying, is exhibiting bullying behaviours or they have witnessed other children exhibiting bullying behaviours, they are asked to inform the *Class Teacher* in the first instance. *Senior members of staff such as Senior Leaders will be involved where appropriate.*

4.2 Identifying Bullying

Staff are also trained to look out for signs/indicators that a child may be experiencing bullying, such as an unexplained change in a child's behaviour or demeanour, and such concerns will always be followed up with a conversation with the child in which the child is given the opportunity to share any worries, or name another staff member they would like to talk with.

We are aware that bullying behaviour is often made up of a series of incidents. See our Behaviour Management Policy for details of how we recognise, record and address examples of unkind behaviour. We use our definition of bullying to assess situations as they arise and judge whether or not bullying has occurred. We will also review behaviour records regularly to assess whether a pattern of potential bullying behaviour may be developing.

4.3 Recording Bullying Incidents

When an incident of bullying (including cyberbullying) is reported, the school will endeavour to make a written record of this incident within 24 hours of the incident occurring**.** *Bullying incidents are recorded on our MIS system Arbor.*

Our records will be reviewed at least termly to ensure patterns of behaviour are identified and suitable interventions put in place where needed.

Our recording system captures if the incident is a Prejudice Related Incident. *This information is collated and shared with the Local Authority/Governing Body. We use Prejudice Reporting for Education (PRfE) to report to the Local Authority. We analyse this information at school level to identify any patterns of behaviour and consider tailoring our curriculum provision in the light of this analysis.*

4.4 Restorative Approaches – The Support Group Method

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them and their parents/carers.

The school will initially consider the use of a restorative approach to resolve the situation. A restorative approach involves those who have displayed or supported bullying behaviour focusing on their unacceptable behaviour, supporting them to develop empathy towards those involved and recognising their thoughts and feelings. This process ensures children causing harm are held to account for their behaviour by enabling them to:

- Include everyone affected by, or involved in, the bullying situation
- Create opportunities for dialogue
- Enable the perpetrator/s to understand the effect of their actions and acknowledge the harm caused
- Agree on positive steps to improve the situation.

The Support Group method is an example of a restorative approach (for more information see Appendix 7.2). *The Support Group* will be overseen and monitored by *the member of staff dealing with the incident.*

4.5 Supporting Those Affected by Bullying Behaviours

The priority for staff in supporting a child who has been targeted by bullying is to ensure that they feel safe. We seek to be led by the child's wishes and to be flexible in our approach to enable them to feel safe in and around school. This sort of support may also be offered to bystanders who have witnessed bullying behaviour. There are a range of strategies that may be deployed to support a child affected by bullying behaviours, including:

- *Providing a named adult in school with whom the child feels comfortable talking to about the situation to monitor and check in regularly with the child.*
- *Providing supportive and nurturing structures such as a 'Circle of Friends'.*
- *Providing access to alternative options for some playtime/lunchtimes such as a Friendship Club, access to play leader run activities*
- *Participating in whole class PSHE/Circle Time sessions to access aspects of the Anti-Bullying Preventative Education Curriculum content.*
- *Accessing social skills groups to develop emotional resilience and learn skills in assertiveness.*
- *Accessing support from external agencies and professionals including counselling services. educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services*.

As a school we have a duty of care towards all children and we recognise that children who display bullying behaviours may have significant unmet needs of their own. We seek to support children who have displayed bullying behaviours to develop their empathy skills and make more positive behaviour choices in future. This support might include:

- *Restorative work to help the child recognise the harm they have caused, learn from it and repair the harm.*
- *Attendance at social skills groups to develop skills of listening, negotiating and empathising with others and techniques for managing conflict and peaceful problem solving*
- *Providing structured positive playtime/lunchtimes such as access to Midday Supervisor/OPaL squad run activities*
- *Participating in whole class PSHE/Circle Time sessions to access aspects of the Anti-Bullying Preventative Education Curriculum content*
- *Accessing support from external agencies and professionals including counselling services. educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.*

In certain cases of bullying, the school will consider the use of disciplinary sanctions *e.g. in serious cases of bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying.* Sanctions will be applied fairly and proportionately in accordance with the school's Positive Behaviour Policy. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The school will draw upon the school's Positive Behaviour Management Policy and follow the system for sanctions, which includes:

- *Removing/ separating the perpetrator from other individuals or groups of children*

- *Removing/excluding the perpetrator from certain whole school activities or key points in the day e.g. break times/ lunchtimes*
- *Withdrawing privileges*
- *Use of monitoring forms.*

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school.

4.6 Working with Parents and Carers

Where the school has become aware of a bullying situation, the parents/carers of the child who is being bullied will be informed *via a phone call and parents/carers will be invited to the school to discuss their child's situation.* The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school's *electronic recording system.*

The parents/carers of the child displaying bullying behaviours will also be invited to the school to discuss the situation. The school seeks to work in partnership with parents/carers to help children to learn about the consequences of their behaviour choices and to support them to adopt positive behaviour choices in future. The outcome of the meeting and agreed actions/responses will be recorded by the school's *electronic recording system.*

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

4.7 Out of School Bullying/Cyberbullying

The school recognises that bullying can and does happen outside school and in the community. Bullying is a societal issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens. The school has specific powers to intervene in cases of cyberbullying and bullying on the way to and from school.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- *Raise awareness among the whole school community of possible risks within the community*
- *Alert colleagues in other schools whose pupils are bullying off the school premises*
- *Contact local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations)*
- *Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe online.*

5. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the Headteacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the *Head Teacher, the PSHCE Leader, parents/carers and pupils* to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.

6. Appendices

All of these appendices are optional. You may wish to add others.

6.2 The Support Group Method

6.3 Prejudice Related Bullying Guidance Document

6.4 Linked National Documents

Preventing and Tackling Bullying (2017)

Keeping Children Safe in Education

Equality Act 2010

RSE and Health Education

Bullying and the Law – Summary from The Anti-Bullying Alliance

6.1 The Support Group Method

The Support Group Method, developed by Barbara Maines and George Robinson, was first outlined in Educational Psychology in Practice (1991). The approach addresses bullying by forming a support group of children including those who have been displaying bullying behaviours and/or have been involved as bystanders. It uses a problem-solving approach, without apportioning blame, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting. For further information, see 5A The Support Group Method and 5B Recording Sheets for the Support Group Method

The Support Group Method – A Seven Step Structure

Step one – talk with and listen to the child targeted by the bullying behaviours
In this step the facilitator seeks to understand the feelings and thoughts of the child targeted by the bullying behaviours. They explain the method and gain permission to proceed. The facilitator and child discuss who will make up the support group including who the child feels would be peer supporters and agree what will be recounted to the group.

Step two – convene a meeting with the people involved
The facilitator arranges to meet with The Support Group agreed with the child in step one. A group of six to eight children works well. The group includes those who have been displaying bullying behaviours and/or have been involved as bystanders alongside peer supports. The aim is to use the strengths of the group members to bring about the best outcome.

Step three – explain the problem
The facilitator tells the group that s/he is worried about the target who is having a very hard time at the moment. The facilitator recounts the story of the target's feelings about the situation. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility
The facilitator explains that this group has been convened to help solve the problem. The facilitator wants to help the child who has been targeted to feel happier and safer in school and they need the help of the group.

Step five – ask the group members for their ideas
Each member of the group is then encouraged to suggest a way in which the target could be helped to feel happier and safer. Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses and does not go on to extract a promise of improved behaviour.

Step six – leave it up to them
The facilitator ends the meeting by passing over the responsibility to the group to solve the problem, thanking them, and expressing confidence in a positive outcome. It is also arranged that they will meet again to see how things are going.

Step seven – meet them again
About a week later, the facilitator discusses with the target how things have been going. S/he then meets with the group to discuss how things have been going for them. This allows the facilitator to monitor the bullying and keeps the children involved in the process.

The meeting with the group can be held as a whole group or one member at a time. This meeting encourages the responsibility of each individual to help the target and provides an opportunity for their unique contributions to be recognised and valued.

6.2 Prejudice-Related Bullying Guidance Document

6.2.1 Defining prejudice-related bullying

We recognise that:

- **any** chid may be affected by bullying
- sometimes bullying is related to prejudice.

The definition of a prejudice-related incident is derived from The Stephen Lawrence Inquiry Report (1999) definition of a racist incident:

- any incident which is perceived to be prejudice-related [racist] by the victim or any other person.

All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However not all prejudice-related incidents would constitute prejudice-related bullying. To determine if prejudice-related incident/s are bullying, refer to our definition of bullying, see 1.2 above.

We record prejudice-related incidents, including prejudice-related bullying. *This information is collated and shared with the Local Authority/Governing Body, using the Prejudice Reporting for Education (PRfE) system. We analyse this information at school level to identify any patterns of behaviour and consider tailoring our curriculum provision in the light of this analysis.*

The Equality Act 2010 outlines the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. There may be occasions where prejudiced-related incidents need to be reported to the police as a hate crime.

In addition to prejudice-related bullying linked with one or more of the protected characteristics, children may be targeted due to other prejudices, for example due to their home circumstances.

6.2.2 Bullying related to race, culture, ethnic origin or faith

10% of young people who are bullied think it was because of attitudes towards their race while 4% believe it was because of attitudes towards their religion (Ditch the Label, 2017).

Gypsy, Roma and Traveller children and young people experience high levels of bullying and exclusion in schools, have lower attainment levels and are among those most likely to be excluded from school (Equality & Human Rights Commission, 2016).

We recognise that children may be bullied due to their race, cultural background, ethnic origin or faith. We take all incidents of bullying, including race and faith targeted bullying and prejudice seriously. Bullying related to race, culture, ethnic origin or faith will be recorded as a prejudiced-related incident. We support children to recognise the views of others and to help them understand that identities, lifestyle choices, views and attitudes will differ among people, but that prejudice, racism and intolerance are always unacceptable.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- *our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work*
- *our 'Diversity and Communities' units of work which include: encouraging the children to explore their own racial and cultural identity; exploring the variety of origins, national identities, religious beliefs cultural traditions and lifestyles locally, and nationally in the UK; exploring ways to demonstrate respect to those with different identities, lifestyles, beliefs and traditions; recognising the negative effects of stereotyping and how they might lead to prejudice*
- *our 'Anti-Bullying' units of work which explore different forms of prejudice-based bullying*
- *introducing children to picture books that explore different people's lives and empathise with different points of view*
- *our wider school Curriculum, ensuring that we teach about authors, scientists, historians, explorers, inventors, musicians etc. with a range of different protected characteristics*

- *our Religious Education Curriculum*
- *carefully selecting resources (books, images, photographs, film clips etc) that reflect back the diverse families, religions and backgrounds of our children, so that everyone feels included.*
- *promoting our school values*
- *our planned assembly programme*
- *ensuring all our staff members model respectful behaviour towards others*
- *encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline*
- *ensuring all our staff members challenge all prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.*

6.2.3 Bullying related to sex, gender identity and sexual orientation

Nearly half of LGBT pupils are bullied for being LGBT at school (Stonewall School Report, 2017)

We recognise that any child may experience bullying based on sexist attitudes, misogynistic attitudes or gender stereotyping. Children who do not conform to gender stereotypes, who do not identify with a binary definition of gender, those identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender) can become targets of bullying. Children can also be targeted on the basis of their perceived or actual sexual orientation.

We take all incidents of bullying, including sexist, misogynistic, homophobic, biphobic and transphobic bullying and prejudice seriously. Bullying related to sex, gender identity or sexual identity will be recorded as a prejudice-related incident. We support children to recognise the views of others and to help them understand that identities, lifestyle choices, views and attitudes will differ among people, but that sexism, prejudice and intolerance are always unacceptable.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- *celebrating the diverse range of family structures represented in our school community so that all children feel valued and see their own family situation reflected back*
- *our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work*
- *our 'Diversity and Communities' units of work which include: exploring how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices; recognising the negative effects of gender stereotyping and how they might lead to prejudice*
- *our 'Anti-Bullying units of work which explore different forms of prejudice-based bullying*
- *introducing children to picture books and resources that reflect diverse family structures*
- *carefully selecting resources (books, images, photographs, film clips etc) that challenge gender stereotypes*
- *ensuring that our extra-curricular activities and clubs are not offered to one gender but are open to all*
- *promoting our school values*
- *our planned assembly programme*
- *ensuring all our staff members model respectful behaviour towards others*
- *encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline*
- *ensuring all our staff members challenge sexist/misogynistic/homophobic/biphobic/transphobic or otherwise prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.*

6.2.4 Bullying related to special educational needs and disabilities

Primary school pupils with special educational needs are twice as likely as other children to suffer from persistent bullying. (Institute of Education 2014)

We recognise that children with a special education need or disability may be targeted by bullying behaviour. We take all incidents of bullying, including disablist bullying and prejudice seriously. Bullying related to a special education need or disability will be recorded as a prejudice-related incident. We support children to celebrate their own unique abilities and talents and recognise those of others. We also help them to understand that prejudice and intolerance are always unacceptable.

Our Special Educational Needs and Disabilities Coordinator (SENDCo) is (name of staff member). For more information about how we support children with special educational needs and disabilities, see our SEND Policy.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- *celebrating the diverse range of skills, talents and attributes of our school community*
- *our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work*
- *our 'Anti-Bullying' units of work which explore different forms of prejudice-based bullying*
- *our wider school Curriculum, ensuring that we celebrate the contributions made by those with special educational needs or disabilities to science, literature, music, sport, music etc.*
- *introducing children to picture books that enable exploration of these themes*
- *carefully selecting resources (books, images, photographs, film clips etc) that challenge stereotypes about special educational needs and disability, and reflect our diverse population*
- *promoting our school values*
- *our planned assembly programme*
- *ensuring all our staff members model respectful behaviour towards others*
- *encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline*
- *ensuring all our staff members challenge disablist or otherwise prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.*

6.3.5 Bullying related to appearance

Appearance related bullying is bullying that targets an aspect of a person's appearance. It could be that they are bullied for their size, height or disfigurement. It can often be linked with other types of bullying such as racist bullying, disablist bullying, sexist bullying and bullying of LGBT+ young people. It is often thought of as the most common reason for children experiencing bullying. (Anti-Bullying Alliance, 2021)

We recognise that children may be targeted due to factors related to their appearance. We take all incidents of bullying seriously, including when a child is targeted because of their appearance. Whilst not a protected characteristic according to the Equality Act, we record bullying related to appearance a prejudice-related incident. We support children to develop body confidence and to recognise the value of personal qualities and attributes over factors such as appearance. We also help them to understand that prejudice and intolerance are always unacceptable.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- *our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work*
- *our 'Anti-Bullying units of work which explore different forms of prejudice-based bullying*
- *our 'Body Image' enrichment unit with children in year 5 and 6*
- *carefully selecting resources (books, images, photographs, film clips etc) that reflect our diverse population*
- *introducing children to picture books that promote enable exploration of these themes*
- *promoting our school values*
- *our planned assembly programme*

- *ensuring all our staff members model respectful behaviour towards others*
- *encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline*
- *ensuring all our staff members challenge prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.*

6.3.6 Bullying related to family circumstances - care experienced children

Care-experienced young people (i.e. looked after children and those who have been in care) are among the groups who are most vulnerable to bullying. Challenges that may face looked after children are: several placements; having to adapt to new situations/people repeatedly; losing contact with friends and often extended members of family. Children in care report twice the level of bullying than other children in primary years (Safe To Play, 2008).

We recognise that children who are care-experienced may experience bullying due to their family circumstances. We take all incidents of bullying seriously, including when a child is targeted because of their family circumstances. Whilst not a protected characteristic according to the Equality Act, we record bullying related to family circumstances as a prejudice-related incident. We support children to recognise that family structures vary, and that prejudice and intolerance are always unacceptable.

We have a named school lead for Looked After Children and Previously Looked After Children (name/role of staff member). For more information about how we support our Looked After Children and Previously Looked After Children see our Looked After Children (LAC) and Previously Looked After Children (PLAC) Policy.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- *celebrating the diverse range of family structures represented in our school community so that all children feel valued and see their own family situation reflected back*
- *our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work*
- *our 'Anti-Bullying units of work which explore different forms of prejudice-based bullying*
- *promoting our school values*
- *our planned assembly programme*
- *ensuring all our staff members model respectful behaviour towards others*
- *encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline*
- *ensuring all our staff members challenge prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.*

6.3.7 Bullying related to family circumstances- young carers

Research has shown that young carers are a vulnerable group and are significantly more likely to be bullied. Young carers have a range of responsibilities which might include caring for a sick relative or friend. This can have a significant impact on their lives which can leave them feeling different or isolated from their peers, they may miss out on social opportunities and are more likely to be bullied or harassed (Carers Trust, 2016).

We recognise that children who are young carers may experience bullying due to their family circumstances. We take all incidents of bullying seriously, including when a child is targeted because of their family circumstances. Whilst not a protected characteristic according to the Equality Act, we record bullying related to family circumstances as a prejudiced-related incident We support children to recognise that family structures vary, and that prejudice and intolerance are always unacceptable.

We have a named school lead for Young Carers (name/role of staff member). For more information about how we identify, and support young carers see our Young Carers Policy.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- *celebrating the diverse range of family structures represented in our school community so that all children feel valued and see their own family situation reflected back*
- *our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work*
- *our 'Anti-Bullying units of work which explore different forms of prejudice-based bullying*
- *promoting our school values*
- *our planned assembly programme*
- *ensuring all our staff members model respectful behaviour towards others*
- *encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline*
- *ensuring all our staff members challenge prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.*

More information about groups of children who may be at greater risk of bullying can be found on the Anti-Bullying Alliance website here: Groups of young people more likely to experience bullying | Anti-Bullying Alliance