CATALYST
ACADEMIES TRUST

# ANTI-BULLYING POLICY

**Reviewed: September 2026**
**Next Review Date: September 2027**

**WHAT IS BULLYING?**

Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power.

It can be verbal, physical or psychological and can happen face to face or online**.**

The act of bullying need not be physical. Name-calling, teasing, and isolating individuals or groups from others can be just as damaging. Psychological bullying can often go unnoticed but can have a detrimental effect to self-esteem, confidence and overall wellbeing.

Racial and sexual discrimination and harassment are explained in a separate section of this policy.

We all have the right to feel safe and happy, wherever we are and whoever we are. All acts of bullying are in direct conflict with our code of conduct.

**DEALING WITH BULLYING**

We believe that everyone should be treated with respect, courtesy and consideration and bullying has no place here at Aveley Primary School, regardless of race, religion, gender or physical or social differences.

We use 10 key principles when dealing with bullying. (*Anti-Bullying Alliance)*

1. **LISTENS** – all pupils, parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying, racial and sexual discrimination and harassment.
2. **INCLUDES US ALL** - all pupils, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.
3. **RESPECTS** - all school staff are role models to others within the school in how they treat others.
4. **CHALLENGES** - all forms of discriminatory language, including disablist language, is challenged and taken seriously
5. **CELEBRATES DIFFERENCE** – difference is actively and visibly celebrated and welcomed across the whole school.
6. **UNDERSTANDS** - all school staff, pupils, parents and carers understand what bullying is and what it isn't and the meaning of discrimination and harassment.
7. **BELIEVES** - all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying, discrimination and harassment.
8. **REPORTS BULLYING** - all pupils within the school and their parents and carers understand how to report incidents of bullying, discrimination and harassment.
9. **TAKES ACTION** - we respond quickly to all incidents of bullying, discrimination and harassment. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying, discrimination and harassment
10. **HAS CLEAR POLICIES** - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

**OUR AIMS:**

- That all reports of bullying are taken seriously and dealt with effectively and promptly.
- To use our 10 key principles to support and safeguard all pupils with regard to bullying.
- To make sure that all pupils, staff, parents and carers understand our 10 key principles.
- Appropriate sanctions to be applied where deemed necessary and restorative work to be developed in order to change behaviours.

**EXPECTATIONS OF PUPILS**

If you are being bullied, see another pupil being bullied or are aware of bullying taking place, you must tell an adult. This could be a member of Aveley Primary School staff or your parents/carers.
It is important that you tell someone as soon as possible and if you feel you haven't been listened to or believed, find another adult to tell.

**REMEMBER:**

- That it is not your fault and bullying is neither normal or acceptable behaviour.
- Try not to respond in any way to bullying behaviour, either verbally or physically. Keep calm, walk away and tell an adult.
- Try to take note of the pupils around who may be actively encouraging or joining in with the bullying.
- Make sure you follow the code of conduct and show consideration to others at all times.

**EXPECTATIONS OF STAFF**

Staff should:

- Have a good understanding of the 10 Key Principles.
- Be able to recognise and identify changes with a pupil's behaviour, which may be an indicator of bullying. i.e. quiet, upset, withdrawn, tense or angry.
- Be aware of pupils who are being isolated in class or from friendship groups.
- React positively to hurtful comments or criticisms than may occur during class discussion and question and answer sessions etc. Reinforce the school's code of conduct and policy on bullying.
- Deal with reports of bullying calmly and seek resolution, whilst ensuring that all pupils accounts are listened to, believed, taken seriously and dealt with promptly.
- Ensure that the Deputy Headteacher is informed in writing of an instance of bullying, and what action you have taken.
- Lead by example, showing tolerance, respect, courtesy and consideration to each other, all pupils and the school community, whilst fostering good relationships.

**EXPECTATIONS OF PARENTS/CARERS**

The role of parents/carers is vital in supporting and reinforcing our school policy on bullying.
Please encourage your child/children to:

- Follow the code of conduct.
- Help your child/children to understand what bullying actually is and isn't.
- Report to an adult if they are the victim of bullying or if they witness or are aware of any bullying.

Parents/carers should:

- Report any concerns about bullying promptly to a member of staff.
- Make sure that feedback is given.
- Let the school deal with any incidents of bullying and not to approach directly, pupils involved.
- Inform a member of staff immediately if there are any further concerns.

**GENERAL INFORMATION AND ADVICE**

All schools experience problems. For most children, growing-up involves learning how to build relations with others. This is not always a smooth process as children vie with one another for attention and approval from peers and parents. Most parents/carers are painfully aware of this as brothers and sisters squabble and, sometimes, fight.

While we all encourage children to be tolerant and get on with one another, conflicts will arise. As children mature, their emotions can be very sensitive, and offence can be taken when none was intended. Getting children to talk about upsetting experiences, real or imagined, is far better than leaving them to worry over matters. In school, gossip and rumour are commonplace, and conflicts often arise through misinformation.

It is for these reasons that we always try to confront bullying issues as quickly, constructively and openly as possible.

Unfortunately, for some children 'bullying behaviour' outside of school is seen as normal. Indeed, bullying in the home is not uncommon, nor is bullying in the workplace. For these reasons the school includes issues of bullying in its Personal, Social and Health Education programme so that these matters can be aired in a frank and open manner.

**PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING**

These guidelines should be followed, using our 10 Key Principles, by all staff, teaching and non-teaching, who are made aware of, or suspect, and instance of bullying.

1. Action and support for the victim must be provided as quickly as possible.
2. The Deputy Headteacher must be informed promptly, in writing of your concerns.
3. The Deputy Headteacher must follow up the incident as quickly as possible, making sure that written statements are taken from the pupils concerned.
4. The Deputy Headteacher should, if the situation is serious enough or if it is a repeated offence, inform both sets of parents/carers of the incident and of the action the school has taken. Parents/carers should be offered the opportunity to come into school to discuss the situation.
5. The offender and his/her parents/carers, must be left in no doubt of schools view on bullying and of the range of sanctions that may be imposed should there be a repeat.
6. Restorative work to be introduced to all those having a key role in the incident if deemed necessary.

**DEALING WITH RACIAL AND SEXUAL DISCRIMINATION AND HARRASSMENT**

We believe that everyone should be treated with respect, courtesy and consideration. Discrimination and harassment have no place here at Aveley Primary School, regardless of ethnic origin, culture, religion, gender, physical or social differences.

Acts of discrimination and harassment are contrary to our code of conduct.

**Discrimination –** Is the act of making a distinction or treating a person or group unfairly, based on race, religion, gender, disability/SEN or social difference.

**Harassment –** Behaving towards someone in a way that is unwelcome or hostile because of their race, religion, gender, disability/SEN or social difference.

**OUR AIMS:**

- To treat every pupil, regardless of gender, social or cultural background, ethnic origin or religion as being equal and having the same entitlement to educational and social opportunities.
- There is no place for discrimination or harassment based on ethnic origin, culture, religion, gender, physical or social differences, and our aim is to eliminate them.
- To extend and broaden our pupils' knowledge and understanding of other cultures, by providing a wide range of experiences, through discussion and debate whilst adhering to our relevant key principles and promoting British Values. The use of displays of artefacts and posters and through the use of music, dance and drama.
- To ensure that all pupils understand the relevant Key Principles that relate to inclusion, challenging all discriminatory language and celebrating difference.

**EXPECTATIONS OF PUPILS**

If you feel you are the victim of an act of discrimination or are being harassed, see it happening to another pupil or are aware of it taking place, you must tell an adult. This could be a member of Aveley Primary School staff or your parents/carers.
It is important that you tell someone as soon as possible and if you feel you haven't been listened to or believed, find another adult to tell.

**REMEMBER:**

- That it is not your fault and to harass or discriminate against another is neither normal or acceptable behaviour.
- Try not to respond in any way to harassing or discriminating behaviour, either verbally or physically. Keep calm, walk away and tell an adult.
- Try to take note of the pupils around who may be actively encouraging or joining in with any harassing or discriminating behaviours.
- Make sure you follow the code of conduct and show consideration to others at all times.

**EXPECTATIONS OF STAFF**

Staff should:

- Have a good understanding of the 10 Key Principles.
- Monitor all pupils involved and log all reported incidents.
- Ensure that all incidents of discrimination / harassment are dealt with positively and immediately.
- Be mindful to avoid using patronising language when helping to solve problems with pupils.
- React positively to hurtful comments or criticisms than may occur during class discussion and question and answer sessions etc. Reinforce the school's code of conduct and policy on discrimination and harassment.
- Ensure that the Deputy Headteacher is informed in writing of an instance of discrimination or harassment, and what action you have taken.
- Deal with reports of discrimination or harassment calmly, professionally and promptly.
- Lead by example, showing tolerance, respect, courtesy and consideration to each other, all pupils and the school community, whilst fostering good relationships.

**EXPECTATIONS OF PARENTS/CARERS**

The role of parents/carers is vital in supporting and reinforcing our school policy on racial and sexual discrimination and harassment.
Please encourage your child/children to:

- Follow the code of conduct.
- Report to an adult if they are the victim of discrimination or harassment, if they witness or are aware of any instances of discrimination or harassment.

Young children may find it difficult to recognise some of the subtler forms of discrimination, e.g. non-inclusion of individuals based on gender or race – "this game is too rough for girls".

Parents/carers should:

- Report any concerns about racial or sexual discrimination or harassment promptly to a member of staff.
- Make sure that feedback is given.
- Let the school deal with any incidents of discrimination or harassment and not to approach directly, pupils involved.

- Inform a member of staff immediately if there are any further concerns or if the situation appears to be continuing or resurfacing.

**GENERAL INFORMATION AND ADVICE**

In modern Britain we expect to be treated with respect and dignity regardless of our ethnic origin, culture, religion. Gender, physical or social differences or background. This was not always the case, as the struggle for women's and workers' rights earlier in the last century testifies. Indeed, the struggle against discrimination in the workplace continues today. Today there is a richness and diversity of culture and experience in our country which is part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life. Unfortunately, not all adults welcome such diversity and their children bring into school attitudes and language that are not always tolerant or appropriate.

Young children often repeat the language used at home with little understanding of meaning. Whenever appropriate we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity. This may be on an individual basis or addressed during meetings. Children need affirmation of the value of people regardless of ethnic origin, culture, religion, gender, physical or social differences or background. They also need to be helped towards avoidance of stereotypes and misinterpretations that can form at a very early age.

Racist incidents may come in many forms, for example young children refusing to hold hands or sit next to or partner a child. In older pupils it may be name-calling, repeating comments brought from home, an aggressive manner towards ethnic minority pupils and imitating accents. We recognise that young children innocently use the colour of a child's skin as a way of identifying a child to someone else. We must encourage pupils to develop non-discriminatory attitudes towards others.

It is vital that children are shown from an early age that everyone is different and that it is something we should all embrace and celebrate.

The school will, therefore, both in social situations and through the curriculum (in areas such as Social, Moral, Spiritual and Cultural Education, Religious Education, Art, Music, Drama and Dance), continue to develop a wider understanding of all differences. We will promote a tolerant and sensitive attitude to the needs and feelings of others.

**PROCEDURES FOR DEALING WITH INCIDENTS OF DISCRIMINATION AND HARASSMENT**

These guidelines should be followed, using our 10 Key Principles, by all staff, teaching and non-teaching, who are made aware of, or suspect any acts of discrimination or harassment, racial, sexual or other.
All staff should be sensitive towards the difference between unwitting and intentional discrimination and harassment.

1. In cases of discrimination it should be explained, calmly and quietly, why this may give offence and be discouraged
2. Incidents of discrimination or harassment should be picked up immediately and it must be made clear that this is unacceptable. Action and support for the victim must be provided as quickly as possible.
3. The Deputy Headteacher must be informed immediately, in writing, of your concerns
4. The Deputy Headteacher must follow up the incident as quickly as possible making sure that written statements are taken from the pupils concerned. Notification of any racial incident needs to be recorded using the Racial Incident Form and incidents logged on the school's tracking system.
5. The Deputy Headteacher should, if the situation is serious enough or if it is a repeated offence, inform both sets of parents/carers of the incident and of the action the school has taken. Parents/carers should be offered the opportunity to come into school to discuss the situation.

6. Counselling of the offender and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
7. The offender and his/her parents must be left in no doubt of the school's view on discrimination and harassment and of the range of sanctions that may be imposed should there be a repeat
8. Restorative work to be introduced to all those having a key role in the incident if deemed necessary.