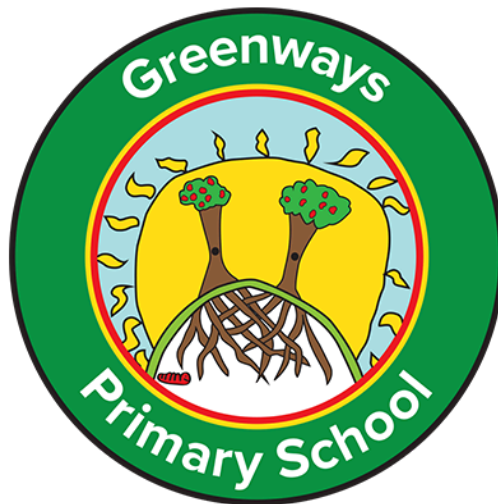




A vibrant, happy learning
community for all of us

Greenways Primary School

Anti-Bullying Policy (September, 2025)

Policy Statement

Greenways is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our learning community. If bullying does occur, there is an expectation that it will be reported so that it can be dealt with promptly and effectively. We are a *telling* school. This means that anyone who knows that bullying is happening is expected to tell a member of staff, their parents or a friend.

Aims and Objectives

The purpose of this policy is to define bullying, to provide preventative and restorative strategies for both children and adults and to outline the consequences of actions.

- To ensure pupils learn in a supportive, caring and safe environment.
- To demonstrate that the school takes bullying seriously and that bullying will not be tolerated.
- To support everyone in actions to identify and protect pupils who might be bullied.
- To create an environment where pupils feel they can trust and tell adults if they are being bullied or know about any bullying.
- To make clear the procedures for reporting concerns about bullying, including what action to take when an incident of bullying is identified.

What is bullying?

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

www.gov.uk/bullying-at-school/bullying-a-definition

Bullying may take different forms:

- Physical - Hitting or kicking, punching, taking belongings or any use of violence.
- Emotional - Being unfriendly, excluding, tormenting, gestures.
- Verbal - Name calling, taunting, insulting, making offensive comments, spreading hurtful and untruthful rumours, sarcasm.
- Social – Exclusion/rejection from social groups.
- Racist - Racist taunts, graffiti, gestures.
- Sexual - Unwanted physical contact or sexually abusive comments.
- Homophobic - Because of, or focusing on the issue of sexuality, including homophobic, biphobia or gender based bullying, including transphobic bullying.
- Transphobic – Because of gender identity or perceived gender identity.
- Cyber - All areas of Internet, such as e-mail and Internet chat room misuse, mobile threats by text messaging, instant messenger and calls, misuse of associated technology, e.g. sending offensive or degrading photos or videos via social media platforms.
- Indirect – Excluding or 'blanking', spreading gossip, damaging property.
- Extortion - Demanding money/goods with threats.

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.

- Child on Child abuse - which also includes-

i) Physical abuse – This includes punching, kicking, hitting, slapping, pushing, hair pulling, spitting, burning or scalding, scratching, pinching, biting, shaking, suffocating, and throwing things at a person.

ii) Sexual abuse – Being forced into sexual activity (rape or sexual assault), being exposed to sexual content, being exposed to private body parts, being pressured to share sexual content of yourself, being sent sexual content, being spoken to using sexualised language, being blackmailed to do something sexual, and doing anything sexual without your consent.

- iii) Emotional abuse – This includes name calling, degrading behaviour, tormenting, communicating by shouting, forcing responsibility onto another person, peer pressure, forcing a child to do something they are uncomfortable with, being put in dangerous situations, preventing contact with other friends, being put down, gaslighting, being ignored, and being made fun of.
- iv) Financial abuse – This includes being forced to steal, being forced to give money to another child, preventing access to money, and being forced to use bank card details online.
- v) Coercive control – This includes being forced to do anything. This can be anything that makes a child feel uncomfortable but they are forced to do it. It causes a child to feel not entitled to their own opinion and feel controlled by another child.

Why is it important to respond to bullying?

Bullying can take place anywhere: in schools; in the home; and/or within the community. It can damage children and young people's physical, emotional and mental health, their ability to learn as well as their ability to build and sustain relationships. It can also destroy self-esteem with the effects sometimes lasting into adult life. For a small few, it can lead to self harm and even suicide.

No one deserves to experience bullying. Everyone has the right to be treated with respect and children who are bullying others need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to incidents of bullying as part of our commitment to ensuring that children are safe whilst in our care.

Signs of Bullying

Children may indicate through signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should explore with the child if:

- Is frightened of walking to or from school.
- Begs to be driven to school.
- Change their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Shows evidence of self-harming.
- Cries themselves to sleep at night or has nightmares.
- Bed-wetting.
- Is unusually tired without a reasonable explanation.
- Feels ill in the morning.
- Problems with concentration.
- Comes home with clothes torn or books damaged or missing money or property.
- Asks for money or starts stealing money (to pay the bully).
- Has unexplained cuts or bruises and may refuse to change for PE.
- Comes home hungry (lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Withdrawn or changes in their usual behaviour patterns or attitude.
- Distressed or emotional and finds it hard to articulate their feelings.

- Is bullying other children or siblings.
- Changes in their eating patterns.
- Is frightened to say what's wrong and be alone and requires more adult interaction.
- Gives improbable excuses for any of the above.
- Is afraid to use the Internet or mobile phone with changes to their online activity.
- Is nervous or dysregulated after a cyber message is received.

These signs and behaviours are neither exhaustive or should be considered in isolation as a checklist but could indicate other problems, it is important that bullying should be considered a possibility and will be investigated.

Procedures

1. Children, parents or staff who witness bullying behaviour must report it to a class teacher, school leader or the Head Teacher so that the situation can be dealt with promptly.
2. If appropriate a meeting or discussion will take place and all children involved with the incident will have an opportunity to explain their side of the story. A decision will be made about any next steps.
3. This will be followed by conversations or meetings with parents, detailing the incidents if appropriate, explaining the consequences. This may include:
 - apologising verbally or in writing;
 - restorative practice sessions;
 - removal from the playground or Time In;
 - isolation;
 - suspension;
 - permanent exclusion; or
 - the involvement of Essex Police (if a crime has been committed).
4. The bullying behaviour is stopped quickly and work takes place with any children involved to support them to change their behaviour.
5. The children involved are monitored closely by all staff and supportive strategies put in place.
6. All incidents of bullying are recorded by the member of staff dealing with the situation.
7. Leaders report to governors.

School Initiatives to Prevent and Tackle Bullying

All members of our school community promote positive relationships to help prevent bullying through our relational approaches use a range of measures including:

- A curriculum which celebrates diversity
- The school value of respect is embedded across our curriculum and celebrated weekly.
- Our school rules Ready, Respectful and Safe are taught, celebrated and revisited daily.
- Anti-bullying assemblies
- Racism awareness assemblies



- Anti-bullying week
- Cyber-bullying and online safety workshops
- PSHE lessons on bullying
- Writing about bullying issues
- Questions regarding views on bullying in our annual questionnaires
- Restorative approaches are used to support incidents of bullying and prejudicial behaviour.
- Ensure staff are trained to identify bullying and how to follow the school procedures.

If you are worried about bullying and would like advice or support, the following organisations are able to help:

Childline	0800 11 11	www.childline.org.uk/Bullying
Kidscape	020 7730 3300	www.kidscape.org.uk
BeatBullying	020 8771 3377	www.beatbullying.org
NSPCC	0808 800 5000	www.nspcc.org.uk