

Anti-Bullying Policy

Our vision: Templars, a place where everyone belongs. A place where everyone is proud to belong. A school where everyone is welcomed, feels safe and strives to achieve their full potential.


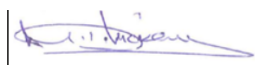
Our mission: Every child, Every day, Every chance.

Our values: Care, Respect and Honesty.

Document Control

<u>Item</u>	<u>Detail</u>
Policy Author	Helen Benarous/Headteacher
Policy Owner	Headteacher
Approval	Governing Board
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Review Cycle	Annualy
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Signatures

<u>Role</u>	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Headteacher	Helen Benarous		19.8.25
Chair of Governors	Martin Vickery		20.8.25

Distribution

- Available on the school website
- Available from the school office on request
- Shared with staff on Sharepoint

Safeguarding:

At Templars Primary School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that safeguarding is the responsibility of all the adults in the school community. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse including bullying. All school staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding Templars Primary School procedures and processes will be followed at all times in accordance with the Child Protection and Safeguarding Policy. Any concerns will be referred to the Designated Safeguarding team, these people are identified on noticeboards around school and on the website.

Mrs Benarous, the Headteacher, is the designated Anti-Bullying Lead; all enquiries and concerns will be referred to her.

Templars' Primary School aims to create a positive school culture for children's learning and development. The school is committed to preventing and tackling bullying. This policy is to ensure pupils and staff are clear on expectations and on how to tackle bullying as a community.

Bullying in any form is unacceptable at Templars Primary School and will always be dealt with swiftly and robustly. We want children and young people to be and feel safe from bullying and discrimination. We also want everyone who works with children and young people to take bullying seriously and know how to resolve it positively. We seek to empower them to challenge, remedy and prevent bullying, creating a culture where every child and young person is treated with dignity and respect and takes seriously their responsibility to treat others in the same way.

Aims and Objectives

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will our pupils be able to fully benefit from the opportunities available at schools. The aims of school anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multiagency support.

For pupils who experience bullying that:

- they are heard;

- they know how to report bullying and get help;
- they are confident in the schools' ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For Templars:

- the whole school community is clear about the anti-bullying stance the school takes;
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- every chance is taken to celebrate the success of anti-bullying work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- we develop whole-school policies which meet the law and school inspection requirements;
- we promote a school climate where bullying and violence are not tolerated and cannot flourish;
- we continually develop best practice based on knowledge of what works;
- there is a review of the school anti-bullying policy every year and, as a result, the policy and procedures are updated as necessary;
- curriculum opportunities are used to address bullying;
- pupil support systems are in place to prevent and respond to bullying;
- we have addressed school site issues and promote safe play areas;
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying;
- all staff are aware of the importance of modelling positive relationships;
- data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community;
- we work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying;
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;

- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child;
- they are clear about ways in which they can complement the school on the anti- bullying policy or procedures.

Templars Chosen Definition of Bullying

This definition has been written in conjunction with all members of Templars' community:

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 is...

Physical Abuse – pushing, punching, hitting, kicking, tripping or damaging someone's property

Verbal Abuse – name calling, teasing, insulting or making racist, homophobic or disablist comments

Cyberbullying – sending rude pictures or abusive messages over social media, online games and phones

Sometimes bullying is hidden and can include – lying, spreading rumours, mimicking others, staring or giving menacing looks, creating false friendships to use others to do the wrong thing, ignoring and encouraging others to ignore, playing jokes to humiliate

Bullying is *not* having the occasional, or 'one off' falling out, quarrel or fight with others

Bullying is not acceptable at Templars' Primary School and will not be tolerated

The Causes of Bullying

Bullying can be fuelled by prejudice: at Templars we work hard to create a culture where prejudice and hatred is not accepted. Bullying can be a manifestation of behaviour which is homophobic, transphobic, racist, targeted at faith, sexist and disablist and procedures and policies for bullying, apply to any of these. The school recognises the need to protect children who may be members of minority groups or who have social or other difficulties.

The Signs of Bullying

A child may indicate by signs or altered behaviour that s/he is being bullied. It is important that staff try to find out what is causing the symptoms by talking to the child and contacting parents if necessary.

Children may:

- be frightened to walk to and from school
- be unwilling to come to school
- produce work of inferior quality and quantity
- have their belongings lost or damaged
- become withdrawn or develop speech problems
- be tearful without obvious reason
- stop eating or eat compulsively
- attempt or threaten suicide
- cry at night, have nightmares or start bed wetting
- have unexplained bruises or marks
- begin stealing
- refuse to talk about their apparent unhappiness / give improbable excuses

Teaching & Learning

- Through PSHE lessons, pupils are taught about bullying and what to do if they feel they are being bullied. These lessons may take the form of discussion, music, dance, drama and poetry to develop understanding of feelings and enhance pupils' social and emotional skills.
- The curriculum helps children to know what bullying is, why it is unacceptable and develop empathy and understand the effect that bullying can have on others. It also helps children take responsibility for trying to prevent bullying.
- The PSHE curriculum gives children opportunities to learn about diversity and children will be taught a variety of strategies to protect themselves from bullying.
- The teaching of PSHE includes talking to children about the Anti-Bullying Policy and explaining what it means
- Staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach about diversity and the effects of bullying
- The school takes part in Anti-Bullying Week (ABW) events in November of each year;
- targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying
- whole-school assemblies are used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy
- the school organises events which can prompt further understanding of bullying, such as theatre groups, exhibitions, and current news stories.
- Children are taught about cyberbullying and what to do if it happens to them.
- Rewards and sanctions are in place.

To prevent bullying during unstructured school times:

- Peer Mediators and peer mentors recruited and trained
- provides training for midday supervisors
- looks at its school grounds and makes improvements where necessary

Relationships

- The relationships that children have with adults as well as one another promotes an anti-bullying ethos.
- Children who are being bullied or see others being bullied are encouraged to talk about the bullying and to seek the help of a teacher, or member of support staff e.g. Learning Mentor, Lunchtime Supervisor, Play Partner who will listen to them.

Dealing with Incidents of Bullying

Please refer to Appendix 1 for **Templars Anti-Bullying Protocol** for sequence of actions.

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- Cyberbullying incidents will be dealt with in line with this policy and the school's Online Safety and Acceptable Use Policies
- a clear account of the incident will be recorded and given to the Headteacher
- the Headteacher will interview all concerned and will record the incident
- class teachers will be kept informed
- parents will be kept informed
- appropriate sanctions and restorative approaches will be used as necessary, proportionate to the incident and in consultation will all parties concerned

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Use of sanctions and learning programmes

If a child has engaged in bullying behaviour, the school will ensure that sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it is made clear that their actions are wrong and appropriate sanctions imposed. However, for a sanction to be reasonable and lawful, the school must take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what he/she is doing.

Disciplinary penalties have three main purposes, namely to:

- 1) impress on the perpetrator that what he/she has done is unacceptable;
- 2) deter him/her from repeating that behaviour; and
- 3) signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

The consequences of bullying should reflect the seriousness of the incident. However, the school should not take emotional or psychological bullying less seriously than physical bullying; the unseen scars can be just as damaging. In reviewing sanctions, the school will ensure that they address bullying behaviours in a way which does not lead to escalation, but resolution and which gives the best chance that bullying will not be repeated.

The following disciplinary steps may be taken:

- official warnings to cease offending
- exclusion from certain areas of school premises
- internal fixed-term suspension
- external fixed-term suspension
- permanent exclusion

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents/carers to help change the attitude of the pupil.

By working with the child or group, we aim that they will be able to:

- accept responsibility for the harm caused to the individual being bullied
- accept responsibility for the harm caused to others (for example staff, friends or family)
- recognise the need to take action to begin to repair the harm caused
- agree a range of actions in conjunction with all those involved, which will be monitored over an agreed period of time.

Parents will be informed promptly of confirmed bullying incidents and involved in restorative solutions where appropriate.

The Responsibility of Staff

Staff are responsible for:

- Delivering the comprehensive PSHE curriculum
- Promoting good discipline and acceptable behaviour based on respect
- Supporting pupils with managing relationship conflict.
- Promoting assertive behaviour strategies; discuss how they can respond to verbal, physical and online attacks.
- Watching for signs of bullying in children (see above)
- Taking seriously any reports of bullying
- Handling incidents with sensitivity
- Monitoring the school environment and intervening to avoid bullying hot-spots

Reporting, Recording and Responding to Incidents of Bullying

All bullying concerns are logged on CPOMS to ensure a central record, enabling monitoring of patterns and timely interventions.

This policy has been developed in line with the Department for Education guidance:

- **Keeping Children Safe in Education (Sept 2025)**
- **Working Together to Safeguard Children (Dec 2023)**
- **Preventing and Tackling Bullying (DfE, July 2017, updated 2022)**
- **Equality Act 2010.**

and operates in conjunction with following policies:

Behaviour Policy, PSHE, SEND, Child Protection and Safeguarding, Equal Opportunities, Race Equality and Disability.

Appendix 1 **Anti-Bullying Procedure Overview**

Templars Primary School

Child/Adult raises concern of bullying incident



Investigation - to ascertain if three elements for bullying are evident

- a) Repeated
- b) Intentional
- c) Imbalance of Power

Anti-bullying team meet with children involved, class teachers, year group leads, lunchtime supervisors and learning mentors. Check for previous history.

Investigation outcomes

NO (not bullying)

Yes (3 prerequisites are met)

Anti-Bullying team conduct discussion with child

Parent informed of investigation and findings

Referral to learning mentor team for support if appropriate

Anti-Bullying team inform SLT
Incident recorded on internal system

Action plan drawn up for intervention/support for perpetrator and victim. Agreement sought from Parents. Communication added to internal record keeping system.

Anti-bullying team and anti-bullying ambassadors work through plan for perpetrator and victim

Plan reviewed and progress regularly reported to parents. At end of plan, follow-up call made by SLT to 'close' or extend the action plan. Added to internal record keeping system.