



Safe to Learn Policy

March 2023 – March 2025

**Reviewed by: Effectiveness Committee
Coordinator: SLT
Date: March 2023
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This policy is to be read alongside the Online Safety, Child Protection and Behaviour policies. This policy is based on the advice given in 'Preventing and tackling bullying,' (DfE, July 2017)

1. Bowmansgreen Rules and Values

This policy is underpinned by our behaviour principles, school rules and values.

School Rules: **Be kind, be safe, be respectful**

School Values:

Autumn 1 Kindness	Spring 1 Friendship	Summer 1 Truth and Honesty
Autumn 2 Respect	Spring 2 Courage and Determination	Summer 2 Trust

2. Rationale

Children and young people have many rights and one of them is the right to be safe. At Bowmansgreen, we value and work towards the safety, emotional health and well-being of all members of our school community. We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can thrive and flourish. **Bullying of any kind is unacceptable at our school.** If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively.

Bowmansgreen is a '**TELLING**' school. This means that *anyone* who knows or suspects that bullying is happening is expected to tell a member of staff.

3. Aims

Children and young people have many rights and one of them is the right to be safe. We value, promote and look after the physical, emotional and mental health and well-being of all members of our school community.

We aim to create an environment that nurtures and supports every child and adult as an individual; where anti-social and bullying behaviours are not accepted or tolerated and where everyone's efforts are respected and celebrated.

We believe that it is the responsibility of the whole school community to deal effectively with bullying and this policy has been drawn up through the involvement of pupils, staff, governors, parents and carers.

4. What is bullying?

It is essential that the Bowmansgreen School community has a shared understanding and definition of bullying so that we can work together to tackle and prevent it. The Government defines bullying as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Bullying can be:

Emotional	Being deliberately unfriendly, excluding, tormenting
Physical	Pushing, kicking, hitting or any other use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted, inappropriate physical contact or sexually abusive comments
Homophobic	Because of, or focussing on the issue of sexuality, transphobia or gender identity
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber/online	Sending malicious emails, posts or texts; mobile phone threats and calls; the misuse of technology, i.e. camera facilities
Indirect	Spreading nasty stories about someone, being made the subject of malicious rumours
Prejudice-related	Derogatory and discriminatory language and behaviour which can include that which is racist, homophobic and/or disablist in nature. Prejudice language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying - all forms of bullying are taken equally seriously and will be dealt with appropriately.

5. Responsibilities of the school

Bowmansgreen Primary School recognises its legal responsibility for preventing and tackling bullying as outlined in the ‘Education Act’ 2002, the ‘Education and Inspections Act’ 2006 and the ‘Equalities Act’ 2010.

This policy is based on DfE guidance “[Preventing and Tackling Bullying](#)” July 2017 and supporting documents. It also considers the DfE statutory guidance “[Keeping Children Safe in Education](#)” 2023. The setting has also read Childnet’s “[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)”.

We are committed to ensuring that:

- all members of the Bowmansgreen School community have an understanding of what bullying is
- all staff, governors, and volunteers know what the school policy is on bullying and follow it at all times
- all pupils and parents know what they should do if bullying arises
- pupils and parents feel supported when bullying is reported
- all staff are trained to identify bullying and are proactive when monitoring pupil and adult behaviour
- we recognise, address and support the needs of all parties involved in incidences of bullying

At this age, school children are learning about social interaction and building relationships. Sometimes they fall out or are unkind to their friends. It is important to distinguish friendship issues from incidents of bullying. Such situations will be investigated, monitored and managed in accordance with the school's behaviour policy unless the investigations suggest that the situation has become bullying.

6. Responsibilities of parents and carers

Parents/Carers have a responsibility to support the school in imposing sanctions if their child is responsible for bullying.

7. Signs, Symptoms and Effects

All staff are alert to the signs of bullying and pupils are encouraged to tell their class teacher or other adults working in the school if they think that they or someone they know is being bullied. Where appropriate, this will be shared in confidence with other staff. Staff always take bullying seriously and deal firmly with such behaviour. If a child persists in bullying, the formal sanctions outlined earlier in this document will be brought into play. Victims of bullying will be re-assured, offered further support and their parents involved if and when necessary.

As a 'telling school', we expect pupils to tell an adult if they or someone they know is being bullied. Sometimes pupils are reluctant to come forward and tell and therefore the school community must be vigilant for indicators which might suggest that a pupil is being bullied.

There is no fool-proof way of telling that someone is being bullied and some signs could be signs or effects of something else.

Adults should be aware of these ***possible signs*** and they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering or appears nervous to speak
- cries themselves to sleep, has nightmares or night-terrors
- often feels ill in the morning
- begins to underperform in learning
- has possessions which are damaged or " go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating or overeats
- isolates themselves, avoids company
- is nervous or afraid to use their mobile phone or go online.

8. Preventing, identifying and responding to bullying

Bullying hurts and can cause lasting damage. No one deserves to be a victim of bullying. Every pupil has the right to be treated with respect and feel safe at school. Bullying is serious both for the victim and the bully: the victim needs to be supported and made to feel safe and those who bully need to be stopped and supported to learn different, better ways of behaving.

These measures include:

- the early identification and support of vulnerable children, including those who are most at risk of being bullied
- teaching Protective Behaviours
- actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience
- considering all opportunities for addressing bullying through the curriculum
- zoned playground areas, including quiet areas for vulnerable pupils
- the modelling and reinforcement of positive, respectful behaviour and relationships
- pupils being made aware of the sanctions which may be applied against pupils who bully
- working with staff and outside agencies to identify and address all forms of bullying
- create and take opportunities to promote, teach and reinforce the school values
- creating and reminding pupils of the different ways that they can share their worries in school, including about bullying
- peer mentors
- review policies and procedures - consider changes that can be made to environment, groupings, rules and codes of conduct etc
- provide opportunities for pupils to say how safe they feel and if the policy is working.
- provide opportunities for staff to comment on their confidence and strategies for dealing with incidents

Regrettably, bullying does sometimes happen. At Bowmansgreen, we want to support everyone in the school community to be able to identify bullying and respond effectively if it does happen. We use a range of strategies and resources to provide opportunities for pupils to report bullying and feel supported if they are, or know someone who is, the victim of bullying.

These strategies and resources include:

- peer support networks through the school council, our 'house' system, Y6 mentors and play leaders
- 'worry boxes' in classrooms and throughout the school
- friendship and social groups, including 'circle of friends'
- the use of PSHE during assemblies and lessons, including using Jigsaw resources
- circle time
- buddy benches
- staff, visible and accessible, during playtimes and lunchtimes
- useful websites and helpline contact numbers displayed in the school

9. Procedures and outcomes

Bowmansgreen has a responsibility to respond promptly and effectively to issues and incidents of bullying.

If an incident of bullying is reported, staff will:

- ensure that a senior member of staff investigates the matter thoroughly
- when necessary, inform parents of the findings of investigations involving their child
- investigate the reported incident thoroughly and talk to those involved, including witnesses and relevant staff
- record the incident on CPOMS
- respond to the child concerned by:
 - Listening actively

- Offering support and strategies to deal with unacceptable behaviour
- Protecting the child and ensuring their safety as and when necessary
- Involving parents, if necessary
- Involving external agencies to support the child as appropriate
- respond to the child who bullied by:
 - Ensuring he/she recognises his/her behaviour and how it affects others
 - Applying appropriate sanctions as per our behaviour policy
 - Guiding, supporting, advising and offering strategies to change behaviour
 - Encouraging him/her to take responsibility for their actions and help them to make amends
 - Involving external agencies to support the child as appropriate
 - Involving parents
 - Regularly review the situation with the child, parents and staff, throughout the investigation and afterwards until fully resolved

If an incidence of bullying has taken place, we will:

- apply sanctions and consequences in accordance with the school's behaviour policy,
- monitor and review the situation after sanctions have been applied, to ensure that repeated bullying does not take place
- ask the bully or bullies to apologise
- organise, where possible, that the pupils are reconciled

10. Generative Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils, parents and carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Bowmansgreen recognises that AI has many uses to help pupils learn but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. We will treat any use of AI to bully pupils in line with our safe to learn policy.

The Bowmansgreen School community will regularly discuss, monitor and evaluate this policy to ensure that Bowmansgreen remains a safe place to learn.

11. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: <http://www.childline.org.uk/>
- Family Lives: www.familylives.org.uk/
- Kidscape: www.kidscape.org.uk/
- MindEd: <http://www.minded.org.uk/>
- NSPCC: www.nspcc.org.uk/
- PSHE Association: www.pshe-association.org.uk/
- Restorative Justice Council: www.restorativejustice.org.uk/
- The Diana Award: www.diana-award.org.uk/
- Victim Support: www.victimsupport.org.uk/
- Young Minds: www.youngminds.org.uk/

- Young Carers: www.youngcarers.net/
- The Restorative Justice Council: <https://restorativejustice.org.uk/restorative-practice-schools>

SEND

- Changing Faces: www.changingfaces.org.uk/
- Mencap: www.mencap.org.uk/
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Cyber/Online bullying

- Childnet: www.childnet.com/
- Internet Watch Foundation: www.iwf.org.uk/
- Think U Know: www.thinkuknow.co.uk/
- UK Safer Internet Centre: www.saferinternet.org.uk/
- The UK Council for Child Internet Safety (UKCIS)
<https://www.gov.uk/government/organisations/uk-council-for-internet-safety>
Theeducationpeople.org
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying/
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying/

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk/
- Kick it Out: www.kickitout.org/
- Report it: www.report-it.org.uk/
- Stop Hate: www.stophateuk.org/
- Tell Mama: <https://tellmamauk.org/>
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: <https://www.theredcard.org/>

LGBT

- Barnardo's LGBT Hub: <https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ>
- EACH: www.eachaction.org.uk/
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk/
- Stonewall: www.stonewall.org.uk/

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)

www.endviolenceagainstwomen.org.uk/

- o A Guide for Schools:

<https://www.endviolenceagainstwomen.org.uk/wp-content/uploads/EVAW-Coalition-Schools-Guide.pdf>

- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/what-sexual-bullying>

Note: Additional links can be found in [‘Preventing and Tackling Bullying’ \(July 2017\)](#)