



'We enjoy. We achieve.'
Care Growth Teamwork

Anti-Bullying Policy (with anti-homophobic appendix)

Date of ratification: Autumn 2025

Ratified by: Governing Board Committee

Date of review: Autumn 2027

'Every child in every school has the right to learn free from the fear of bullying, whatever form that bullying may take. Everyone involved in a child's education needs to work together to ensure this is the case.'

Pudsey Bolton Royd Primary School fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Child Protection Person who have local contact details for PREVENT and Channel referrals.

1. Aims and objectives

At Pudsey Bolton Royd Primary, bullying is unacceptable and can damage children's individual and educational needs. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances (see behaviour policy). This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2. Our School

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately. Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the antibullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

3. A definition of bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- it is deliberately hurtful behaviour
- it is usually repeated over time
- there is an imbalance of power, which makes it hard for those being bullied to defend themselves.

3.1. Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social

network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices; AI images and videos created without consent.

3.2. Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender (including misogyny and gender hierarchy) sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).

(See appendix A Specific Types of Bullying)

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

Research shows that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. (Pepler, *Bullying in Schools: How Successful Can Interventions Be?* (2007) At Pudsey Bolton Royd Primary School we encourage the bystander to get involved and not just watch and collude, to report incidents or support someone getting bullied.

3.3. Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish

prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

4. Preventing, Identifying and Responding to Bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying. Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Train all staff to identify bullying and follow school policy and procedures on bullying including online bullying.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, Circle Time and through the School Council.
- The work of the Inclusion Team ensures that vulnerable children are supported and protected from bullying or becoming a bully. The Inclusion Team may support individuals or groups of children who are perpetrators of bullying to support them to make better behaviour choices and to consider the impact of their actions on others. Support may also offered to victims to ensure that they feel safe and that any issues have been resolved.
- Actively create "safe spaces" for vulnerable children which may include, for example, classroom spaces, timetabled and supervised activities at breaks or a place for the child to remove themselves from any potential issues.

5. Involvement of Pupils

We will:

- Regularly canvass children's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying activities in school.
- Offer support to students who have been bullied.
- Work with children who have been bullied in order to address the problems they have.

6. Liaison with Parents and Carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying. Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents can express their opinions and / or concerns on an annual parents' survey.

7. Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- Pupils to abide by the policy.
- Parents and carers to support the school in upholding the anti-bullying and behaviour policy. Parents must address issues following the arrangements set out in this policy and must not deal with school issues directly with other parents or children.

7.1. The role of governors

- a) The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

- b) The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- c) The governing body responds as soon as it is practical to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

7.2. The role of the Headteacher

- a) It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- b) The Headteacher ensures that all children understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as a forum in which to discuss with other children why this behaviour was wrong and why a pupil has to face consequences.
- c) The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- d) The Headteacher sets the school climate of mutual support and praise for success, to making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. PSHE plays an important role in this process together with the school's assemblies and the day-to-day contact between adults and children in school.
- e) Children are made aware of the nature and impact of bullying through posters, assemblies and PSHE together with specific Anti-Bullying campaigns. Children are actively encouraged to immediately report any instance of bullying to responsible adults within school.
- f) The Headteacher works collaboratively with the Deputy, Assistant Head, SLT and the Inclusion team to ensure that this policy is upheld.

7.3. The role of the Teacher

- a) Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep a record on CPOMS of all incidents that happen in their class and that they are aware of in the school.
- b) If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Headteacher, the teacher informs the child's parents.
- c) A record is kept on children's individual records on CPOMS, of bullying that occurs outside lesson time, either near the school or on the children's way home or to school or online. If any adult witnesses an act of bullying, they should log it on CPOMS or inform a member of staff who can do this on their behalf if they do not have access to CPOMS.
- d) If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation.

In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the social services.

- e) Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. When there are issues between children, staff are trained to use the techniques of Restorative Practice, thereby encouraging children to develop the skills themselves to deal with day-to-day issues. When there are issues between children, staff are trained to use the techniques of Restorative Practice, thereby encouraging children to develop the skills themselves to deal with day-to-day issues.

8. Monitoring and review

- 8.1.** This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.
- 8.2.** This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's antibullying logbook, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Appendix A -Types of Bullying

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveller children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

Schools are advised to log all incidents of racist or faith-based, homophobic and disability-related bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their (skin) colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying related to sexual orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers.

Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means “coming out” to teachers and parents before they are ready to.

Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term ‘gay’ in a negative context. Also spreading rumours that cause an individual’s perceived sexual orientation to be ridiculed, questioned or insulted.
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video, picture messaging and AI generated pictures/videos.

Bullying of young carers or looked after children or otherwise linked to home circumstances.

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as they’re not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Child on Child Abuse

Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. (KCSiE).

Sexist, sexual Harassment, Sexual Violence and transphobic bullying (Including Child on child Abuse

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSiE 2025), all staff working with children are advised to maintain an attitude of ‘it could happen here’

(Sexual Violence and Sexual Harassment between children in schools Sept 21)

Sexist bullying or misogyny is based on sexist attitudes that when expressed demean, intimidate, degrade or harm another person. Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others regardless of their sexual orientation. It is essential that all our staff understand the importance of challenging inappropriate behaviours between peers, that are actually abusive in nature and to be aware that bullying may happen on-line, for example, through social media and with use of AI generated pictures/videos as well as in person.

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. All children will be taken seriously, supported and kept safe.

At Pudsey Bolton Royd Primary School, all harmful sexual behaviours will be challenged. We aim to create a culture and ethos which builds confidence and increases knowledge and challenge attitudes that legitimise problematic or harmful behaviours or assumptions. We do this in many ways, but not least through PSHE lessons and our RSE curriculum.

Appendix B outlines how we will deal with homophobic bullying

Appendix C outlines some examples of sexual harassment and sexual violence.

Appendix B – Anti-homophobic Bullying

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse e.g. 'your bag's gay and direct homophobic abuse e.g. a boy is called a 'poof'.

Principles

The Law

- It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act)
- Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self-discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.
- Staff are protected under the Employment Equality (Sexual orientation) Regulations 2003.

What does it look like?

- Homophobic bullying/name calling occurs when bullying motivated by a prejudice against lesbians, gay or bisexual people
- It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are "gay" – for example, "You're such a gay boy" or "That's gay"
- Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling
- We do not view homophobic name calling as "harmless banter". We recognise that if it is not challenged at primary school, it is harder to address at secondary school
- If a pupil is not explicitly told that homophobic bullying is wrong they may think it is acceptable to do this

Responding to an Incident

If we hear a child using homophobic language **we will address it**, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

Foundation pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Explain 'gay' is not the right word to use. What could they have done/said instead? Help child to understand how their behaviour affects others.
4. Ask the child to choose other words/actions which would help solve the problem in a positive way.

Y1-Y3 pupils

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupil answers –
 - Clarify "It's when two men or two women love each other".
 - State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone." Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands etc) in line with Behaviour Policy.
5. If name calling continues sanction child in line with Behaviour Policy.

Y4 - Y6

1. Establish why homophobic language was used? What was the motivation?
2. How did it make X feel?
3. Ask if they know what the words mean. After pupil answers –

- Clarify “It’s when two men or two women love each other, and they are not related. There isn’t anything wrong with that/the law says there is nothing wrong with that”
 - State “Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it’s not using the word appropriately.” Help child to understand how their behaviour affects others.
4. Resolve conflict (write letter, verbal apologies, shake hands etc..) in line with Behaviour Policy.
 5. If name calling continues sanction child in line with Behaviour Policy.

The school will follow guidelines and procedures from Leeds Authority with regards to Hate Incident Reporting Guidance for Schools (2014) and the incident will be recorded on CPOMs.

(See Guidance Document)

If you wish to read further: please visit: www.teachernet.gov.uk/publications and read Safe to Learn, the over-arching guidance on bullying and the supplementary guidance:

- Homophobic Bullying.
- Cyberbullying

There is also material on countering racist bullying.

Appendix C

Sexual Harassment	Sexual Violence
Any action which affects dignity, is intimidating, humiliating or degrading	Rape Penetration Sexual assault
Jokes Comments Taunting Stories Lude comments or remarks Name calling Unwanted sexual comments or remarks AI generated pictures or videos of a sexual nature created using images without consent.	Stripping Sexual touching 3 rd Party involvement Touching / kissing without consent Touching the body with intent (eg passing in a corridor) Upskirting Interfering with clothes Drawing inappropriate pictures of a sexualised nature Taking inappropriate photos of a sexualised nature