



Edgewood Primary School Anti-Bullying Policy

September 2024

Introduction

At Edgewood Primary School we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that a school has a responsibility to have an understanding of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff through feedback including discussions at staff meetings and through our monitoring process which focuses on behaviour in line with Ofsted priorities.
- Governors through discussions at governor meetings, regular reports around behaviour through the headteacher's report and their involvement in monitoring weeks.
- Parents/carers through surveys and informal conversations.
- Children and young people through meetings with the school council and house captains as well as taking the feedback from pupils involved as victims and perpetrators in the rare known occurrences of bullying at our school.
- Other partners such as The Lime Trees (who provide our breakfast and after school care) and Next Level sports (who provide PE lessons and clubs).



This policy is available

- Online at www.edgewoodprimaryschool.co.uk
- From the school office

Key parts of this policy are also covered in the school's behaviour policy.

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Lead in our school is the headteacher.

Safeguarding is the responsibility of all staff, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti –bullying Coordinator in our school is the Behaviour Lead.

Their responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Ensuring the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is the Chair of Governors



Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

What is bullying and how does it differ to relational conflict?

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware that occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).



Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Peer on Peer Abuse

This can include but is not limited to:-

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Child on Child Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger then intervention is urgently required including a safeguarding referral.



What does bullying behaviour look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

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

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as 'just banter', and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines 'prosocial banter' as 'playful, typically funny, teasing between friends'. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of the bullying behaviours set out in this policy document, so it is important to distinguish



between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the intention, content and topic of reported incidents.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.



In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises. Please note that the school also needs parents to be working alongside school, reporting incidents as appropriate to the police or other bodies and taking appropriate actions in line with their parental responsibility for bullying occurring off the school premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Reporting and responding to bullying

Everyone in our school (including staff, visitors, parents/carers, children and young people) are strongly encouraged to report any and all concerning behaviour to any member of staff. This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). Parents and visitors are also able to raise concerns via emailing the school on office@edgewood.notts.sch.uk .

The 'Safe' strand of our behaviour reminder focuses heavily on pupils keeping themselves and their peers safe and we positively encourage and praise those that raise concerns about others and this is seen in how our pupils respond to unkind behaviour by pupils.



Once reported to any member of staff, that member of staff should follow the processes outlined within our behaviour policy and record the incident on Scholarpack. It is vitally important with instances of bullying that the victim is logged on Scholarpack as well as the perpetrator and bystanders so we can ensure that no one is a multiple victim of different perpetrators.

When this is logged on Scholarpack as a red card an email is automatically generated to the head and behaviour lead so we are aware and can follow up.

The number of red cards and type of red cards are reported to governors termly. When there have been rare instances of bullying we have then discussed those in our meeting so governors are aware of our robust response.

Pupils, including bystanders/witnesses:

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (Scholarpack) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly. Our school also has a designated Anti-Bullying email address – if a pupil feels unable to tell a member of staff about their bullying verbally, they could send an email with their concerns, and these will be followed-up/responded to by the school's Anti-Bullying Coordinator.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/carers:

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher/form leader (in person/via telephone call/via email/via learning platform) to explain their concerns. The class teacher/form leader will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher/form leader will



make a formal record of the bullying report on the school's recording system (CPOMs/My Concern etc.) and other relevant members of staff will be alerted.

The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

School staff:

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/directly to the Head teacher/to the Anti-Bullying Coordinator. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (Scholarpack) and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors:

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs/My Concern etc.) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.



How our school will respond to reports of bullying

All reported incidents will be taken seriously and investigated involving all parties. Staff are aware of and follow the procedures set out in detail in our behaviour policy.

It is the school's aim that all incidents of unpleasant behaviour between pupils is dealt with as soon as possible using our behaviour policy before it escalates to a persistent and systematic pattern that would characterise bullying.

Any incident that constitutes even the start of bullying would receive a red card under our behaviour policy and parents would be informed as part of that process.

- Consider the context of individual cases including any protected characteristics for target and victim and how this may influence any actions taken
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable

If we were to find that something was so serious that it transcended our behaviour policy we would then take further action. This would include:

- Interviewing all parties including target, bully and all others involved
- Informing parents/carers and having a meeting with them to express the seriousness of our concerns and ensure that they support our actions and work with us to prevent a reoccurrence of this behaviour.
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up all reported incidents, in particular keeping in touch with the person who reported the situation and parents/carers as appropriate to check the effectiveness of actions and reassess.
- Informing a member of the school's senior leadership team and/or a governor who is not directly involved to provide an external viewpoint from someone who does not know the children involved and see if there is anything further the school can do.

The school has a range of follow- up responses and support appropriate to the situation for all involved. These centre around class teachers and our pastoral team working with the victim(s), perpetrator(s), bystanders and others affected by the bullying. If we feel it is required the school will refer cases to outside agencies if appropriate such as:

- Police
- Schools Behaviour Partnership
- Children's Social Care.
- Early Help
- Online service providers in instances of online or cyber-bullying
- Or other agencies as appropriate.



We also reserve the right to liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Strategies for preventing bullying

We are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

As part of our ongoing commitment to the safety and welfare of our pupils we actively promote the school's behaviour priorities with all pupils. We encourage all pupils to be **Respectful, Ambitious, Proud and Safe**. We reference these in our conversations with pupils and encourage them to reflect on their own and others' behaviours using these words to reinforce what they mean and how we expect everyone to behave at our school.

The strategies we use include, but are not limited to:

- Active school council, House Captains and Sports Captain
- Kindness ambassadors
- National Online Safety accredited school
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Positive Play / ELSA support / Lego therapy / counselling for identified pupils
- Specific initiatives for identified individuals or groups
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

Where instances of bullying have occurred we would look at reactive programmes for vulnerable groups or groups involved in bullying such as counselling and/or Mediation schemes usually run by our pastoral team.

If required we would use small group work specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident on Scholarpack.

Prejudice related bullying/incidents should no longer be reported to the local authority. However, it is important that schools still record these on Scholarpack using the relevant category to help inform planning of interventions.



Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. As required, this information will be discussed by staff and governors.

As previously stated this information is reported to governors termly and is also a key part of team monitoring. If there were instances within a team's pupils this would then be an action for the team to work on as part of their development work.

All information recorded on Scholarpack is done so in accordance with GDPR and other relevant regulations.

The policy will be reviewed and updated every two years.

Complaints

If anyone is unsatisfied with how the school has dealt with a bullying (or even a behaviour incident) they should refer to the schools Process of Expressing Concerns process so this concern can be resolved. Please ensure you follow this process by speaking to your child's class teacher first if you are unhappy with how this has been dealt so they can try to resolve this as quickly as possible.



Support for parents/carers

If parents have any concerns or would appreciate any support with any aspect of bullying they should approach their child's class teacher in line with our parental concerns process. They will be best placed to either help directly or refer you to someone else in school who might be better placed to help directly or help you access support from someone outside of school.

Support for all school staff

To support all staff at school we ensure that all staff have:

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Staff training around curriculum delivery of PSHE related curriculum areas
- The knowledge and understanding of how to record and support an incident and who to go to within school if they need further support.



Banter vs Bullying:

Nottinghamshire County Council have worked with Professor Lucy Betts and Dr Sarah Buglass to include references to banter in this year's model Anti-Bullying policy, as it is recognised that some bullying can be passed off as 'just banter'. We have included a paragraph in the 'What does bullying behaviour look like?' section of the policy – further information and professional guidance is detailed below.

Banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying and can be an important part of social bonding and friendships. At the same time, we know that some bullying is passed off as 'just banter', and that banter can quickly escalate to inappropriate or harmful exchanges and bullying. This policy defines 'prosocial banter' as 'playful, typically funny, teasing between friends'.

Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of the bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying.

Schools can make this distinction by identifying:

- The **intention** behind the comment and/or behaviour
 - o Was the intention to cause harm? It is important to acknowledge that with banter the intent is typically to be funny or to have a laugh, whereas other aggressive behaviours tend to have less-positive intentions. However, sometimes banter can go wrong, and mistakes can be made if what is intended to be funny is not received in the way it was intended. Judging the intent of banter can be complex and prone to ambiguity. Some individuals may use banter to 'mask' or excuse ill-intentioned interactions. Others may not intend for banter to be problematic, but the banter may be misinterpreted.
- The **content** of the comment and/or behaviour
 - o Does everyone understand and agree that comments or actions are banter? Was the banter wanted by the recipient? Banter is more likely to be perceived positively when it happens amongst people who are friends and share an understanding of communication and social boundaries. The social context is important to consider; for example, is it online/offline? Was the comment/behaviour in public (i.e., open for anyone to see) or private settings (i.e., a closed social network such as a WhatsApp group) with known others/strangers? It's important to also consider the size and composition of the audience, as sharing banter with larger audiences who include members outside of friendship groups can cross the line of acceptability.
- The **topic** of the banter
 - o Was the topic of the banter appropriate or inappropriate? Is it a topic that the recipient has acknowledged that it is ok to banter about? Was there language, behaviours/actions or online content (e.g., pictures, emojis) used that could be considered objectively offensive such as racist, homophobic, sexist slurs?

Schools can support their pupils by:

- 1) Providing reporting mechanisms for pupils to encourage and enable them to speak out and address any concerns. These reporting mechanisms will already be listed, in detail, in the main body of your Anti-Bullying policy.



2) Ensuring that pupils are aware of what banter is and that they can distinguish between positive/prosocial banter and bullying. Supporting young people to navigate the complexities of online banter through targeted lessons and assemblies - this includes promoting and championing positive friendships and social relationships as well as highlighting some of the barriers.

Further information and resources regarding banter can be found at:

- [Banter \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)
- [Banter VS Bullying Lesson Plan and Presentation \(antibullyingpro.com\)](https://antibullyingpro.com)
- ["But Miss, it was only banter" - How Do We Equip Children with the Skills to Understand When Banter Has Gone Too Far? \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)
- [Banter or bullying? Navigating the line of acceptability | Anti-Bullying Alliance](#) – A CPD accredited course
- Banter and bullying was a focus of the Anti-Bullying Alliance's Anti-Bullying Week 2023 and the resources can be accessed here: [Anti-Bullying Week 2023: Make A Noise About Bullying \(anti-bullyingalliance.org.uk\)](https://anti-bullyingalliance.org.uk)



Links with other policies

Policy	Why
Child on Child Abuse Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, Codes of conduct
Child Protection Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related incidents/crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying as part of a structured PSHE programme
Parental Concerns Process Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response