



St Nicholas CEVC Primary School

Anti-bullying Policy

Last updated January 2025

All staff, parents and children work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at our school. We cannot guarantee that bullying will never take place but we can act responsibly by working preventatively to reduce the likelihood, and the number of incidents, and by responding quickly and appropriately when it does. There is one key responsibility for our school community, that will have a significant impact on reducing the number of incidents, which is: 'be a telling school'

Legal Framework

This policy has due regard to all relevant legislation and guidance, including but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010 • Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986 • Communications Act 2003
- Human Rights Act 1998 • Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy should be read in conjunction with but not limited to the following policies and agreements:

- Behaviour Policy
- Safeguarding Policy
- On-line Safety Policy
- PSHRE Policy

Aims

Our school aims:

- To ensure that everyone knows that all forms of bullying are unacceptable
- For children to feel safe
- To ensure that children feel supported and confident to tell
- Deal with bullying promptly, sensitively, consistently and effectively
- Prevent and/or reduce children's stress so that they can do their best
- Help bullies to stop bullying
- Train children to be assertive

Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

The definitions (below) have been written so that children can easily understand and remember them.

Bullying is:

When someone hurts, frightens or upsets someone else on purpose more than once.

When someone knows that someone is being hurt, frightened or upset by someone and they do not tell.

Who Bullies / is Bullied?

Everyone has the potential to be both a bully and be bullied. Because of this, all staff must be vigilant in order to identify problems and respond to them quickly.

Vulnerable children are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable children may include, but are not limited to:

- Looked after children (LAC)/adopted children.
- Children suffering from a health problem.
- Children with caring responsibilities.
- Children from socioeconomically disadvantaged backgrounds.

Children with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Children who are LGBTQIA+, or perceived to be LGBTQIA+
- Black, Asian and minority ethnic (BAME) children
- Children with SEND

Other risk factors may include:

- Children who do not have close friends, are shy or over protected by their family
- Children who behave inappropriately e.g. being a nuisance
- Children who possess expensive accessories

Staff will be aware of the potential factors that may indicate a child is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

Types of Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another child because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying could be acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

The following types and examples will be used in an age appropriate way to raise awareness of bullying with children:

Type	Examples
Hurting others or their property	Biting, punching, hitting, kicking, damaging property, hiding property, stealing
Frightening others	Threatening, ganging up, chasing, picking on, taking power by age
Upsetting others	Name calling, teasing, spreading rumours, writing notes, leaving people out, gesturing, giving looks
Silence	Not telling what you know
Cyber	Using modern technology for hurting, threatening, spreading rumours, picking on, leaving out
Discriminatory (eg Racist, Homophobic, Sexist)	Name calling, rude remarks, cruel 'joking'

All incidents that are confirmed by staff as bullying are recorded on CPOMS and they are categorised according to their type so that they can be tracked.

Repeated racist incidents or a single serious racist incident may lead us to consider whether to contact Children's Social Care or the Police.

Signs and Symptoms

Staff will be alert to the following signs that may indicate a child is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The Head Teacher has a specific statutory power to discipline children for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Head Teacher the power to regulate children's conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline children for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in the town centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the child

on school premises, or elsewhere when the child is under the lawful control of the member of staff, e.g. on a school trip.

The Head Teacher is responsible for determining whether it is appropriate to notify the police of the action taken against a child. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Procedures

Staff will deal with incidents according to the needs of both the victim and the perpetrator and in the context of the situation whilst consistently maintaining the policy aims.

Staff will follow six key principles:

- Always respond to suspected bullying
- Never make premature assumptions - listen carefully to all accounts
- Adopt a problem-solving approach
- Follow up, to check that the bullying has not resumed
- Keep parents informed
- Make a record of the incident (CPOMS)

Usually, staff will meet with victims, their friends and the perpetrator/s to:

- Define the problem
- Identify key issues
- Consider options
- Negotiate a plan
- Agree follow up

Possible short-term solutions include:

- Finding a buddy for the victim and/or perpetrator
- Setting ground rules which an adult can monitor
- Setting up a support / problem solving group to meet regularly
- Working with victims
- Encouraging victims to tell
- Set up some pastoral support

Possible long-term solutions include:

- Follow the behaviour policy guidelines
- Liaise with SENDCo and outside agencies,
- Leadership team support and/or staff training

When to refer to the Head Teacher

- When the incident is clearly bullying and resolving with a simple, one – off conversation is not appropriate
- When the reported behaviour is serious
- When it seems to happen often
- When the alleged victim is clearly very upset

What the Head Teacher will do:

- Gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- They will hold an Anti-Bullying meeting and write up what has happened
- They will agree what will happen next referring to relevant policies and guidance
- They will inform staff and parents and ensure that the agreed actions happen and are monitored.

Strategies

We will continue to use and further develop strategies to prevent bullying such as:

- Teach about tolerance and difference as part of the school's curriculum.
- Careful induction/ buddying for new children
- Regular Anti- Bullying focus in School Council meetings
- Playground buddies to encourage structured play activities
- Questionnaires
- Awareness raising and social training in PSHRE lessons
- All adults wear a 'I have time to Talk' badge
- Pastoral support
- Dedicated displays in KS1 and KS2 areas of the school
- Providing playground games and equipment

- Put information about anti-bullying on the school app
- Participate in national 'Anti-Bullying week'

The aim of this work is to:

- Raise awareness of bullying
- Encourage children to understand victims and how they feel
- Improve the way children manage their relationships
- Encourage children to consider the views of others and be more tolerant
- Promote trust, develop teamwork strategies and encourage sharing
- Develop children's ability to work together in managing conflict
- Encourage children to express their feelings and listen to each other
- Develop children's understanding of human rights
- Highlighting the charities and others who are available to help

If children witness bullying they should do one or more of the following:

- Tell an adult
- Stay with the victim
- Step in and say 'no!'
- Comfort the victim
- Listen to their concerns
- Ask them to join their game
- Don't join in the bullying

If children are being bullied or at risk they should do one or more of the following:

- Tell a trusted adult
- Walk away and ignore
- Say 'no!'
- Find a listening ear
- Don't fight back
- If the bully wants a personal item, give it to them, then tell an adult
- Avoid being alone

- Go to a playground buddy
- Don't suffer in silence
- Prevent it happening again by seeking support and "telling"

Child-on-Child Abuse

Our school has a zero-tolerance approach to all forms of Child-on-Child abuse, including sexual harassment and sexual violence.

To prevent Child-on-Child abuse and address the wider societal factors that can influence behaviour, our school will educate children about abuse, its forms, and the importance of discussing any concerns and respecting others through PSHE lessons.

All staff will be aware that children of any age and gender are capable of abusing their peers. Staff will take all instances of Child-on-Child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours.

Staff will also be aware that Child-on-Child abuse can be manifested in many ways, including sexting, sexual harassment and assault, or initiation-type violence.

Children will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a child has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS), where the DSL deems this appropriate in the circumstances.

Our school's Safeguarding Policy outlines the school's stance on addressing Child-on-Child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target children, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

The above list is not exhaustive, and cyberbullying may take other forms.

Our school has a zero-tolerance approach to cyberbullying. We view cyberbullying with the same severity as any other form of bullying.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will work with parents to be alert to the following signs that may indicate a child is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will work with parents to be alert to the following signs which may indicate that a child is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- Possible extensive scale and scope – children may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- The anytime and anywhere nature of cyberbullying – children may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- The victim might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and children may be bullied by someone who is concealing their own identity
- The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to children crossing boundaries without realising
- The victim of the bullying may have evidence of what has happened – children may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

In accordance with the Education Act 2011, the school has the right to examine and delete files from children's personal devices, e.g. mobiles phones, where there is good reason to do so.

Monitoring

This will be done by the following means:

- Circle time discussion in class and School Council meetings
- Policy review
- Governors Meetings
- Governor specific monitoring
- Analysis of incident records
- Leadership scrutiny of child behaviour records
- Safeguarding audit
- Staff anti-bullying training and audit
- Parent questionnaires
- Pupil questionnaires

Review

This policy is reviewed annually by the Head Teacher, the DSL and Governing Body. The scheduled review date for this policy is January 2026.