

# Anti-bullying Policy

**Stakeford Primary School**

2026-2027



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## School Ethos and Vision

At Stakeford Primary School we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum, which is meaningful to all our children and will encourage them to become self-motivated, independent learners.

We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other.

We expect high standards of behaviour and encourage honesty, kindness and cooperation.

## Curriculum Intent

Our aim is to provide all of our pupils with a curriculum which equips them with the **motivation, aspirations, skills** and **knowledge** to become lifelong learners.

Our curriculum will provide us with:

**Skills** to help us communicate with a rich and varied vocabulary;

**Time** and support to ensure we are fluent readers with a desire to read;

**A firm foundation** in basic skills so we have the building blocks for our future learning;

**Knowledge** of the wider world in which we live;

**Engaging and enjoyable learning experiences** to inspire us;

**Friendships, relationships** and an understanding of self;

**Opportunities** to revisit and develop skills to help us excel;

**Readiness** for the next stage in education and life;

**Determination and resilience** to achieve our potential.



# Statement Of Intent

At Stakeford Primary School, we believe that all pupils are entitled to learn in a caring, friendly, safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant, and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school. **We are a TELLING school.**

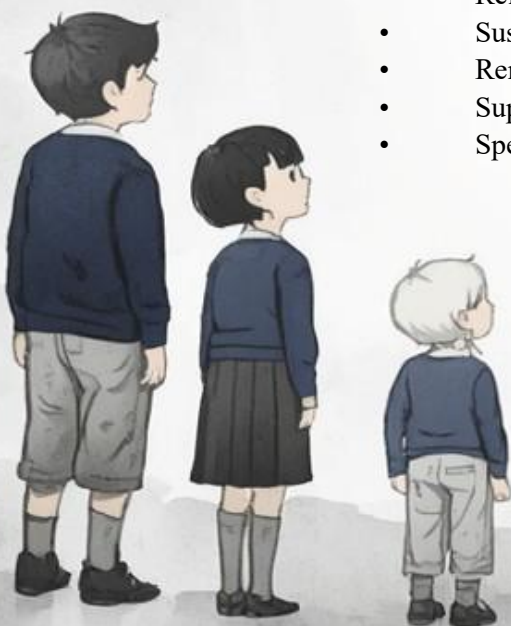
## The Legal Framework

This policy has due regard to all relevant legislation and statutory 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 'Preventing and tackling bullying'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education'
- DfE 'Behaviour in schools: advice for headteachers and school staff'
- DCMS, DSIT, and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE 'Supporting children and young people with medical conditions and allergy'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy
- Relationships and Health Education Policy
- Suspension and Exclusion Policy
- Remote Education Policy
- Supporting Pupils with Medical Conditions Policy
- Special Educational Needs and Disabilities (SEND) Policy



# Definitions

**Bullying** is an act of aggression, causing embarrassment, pain or discomfort to someone. Bullying is deliberately hurtful. It can come under the term of child on child abuse.

It typically has seven elements:-

1. an initial **intent** to hurt
2. the intent is expressed in action
3. someone is hurt either physically or emotionally
4. there is an **imbalance of power**
5. it is without justification
6. it is typically **repeated**
7. there is evident enjoyment by those who bully

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take four forms

1. Physical bullying - hitting, kicking, taking belongings
2. Verbal bullying - name calling, insulting, making offensive remarks
3. Indirect/emotional bullying - spreading nasty stories, exclusion from social groups.
4. Cyber bullying - by mobile phone or computer

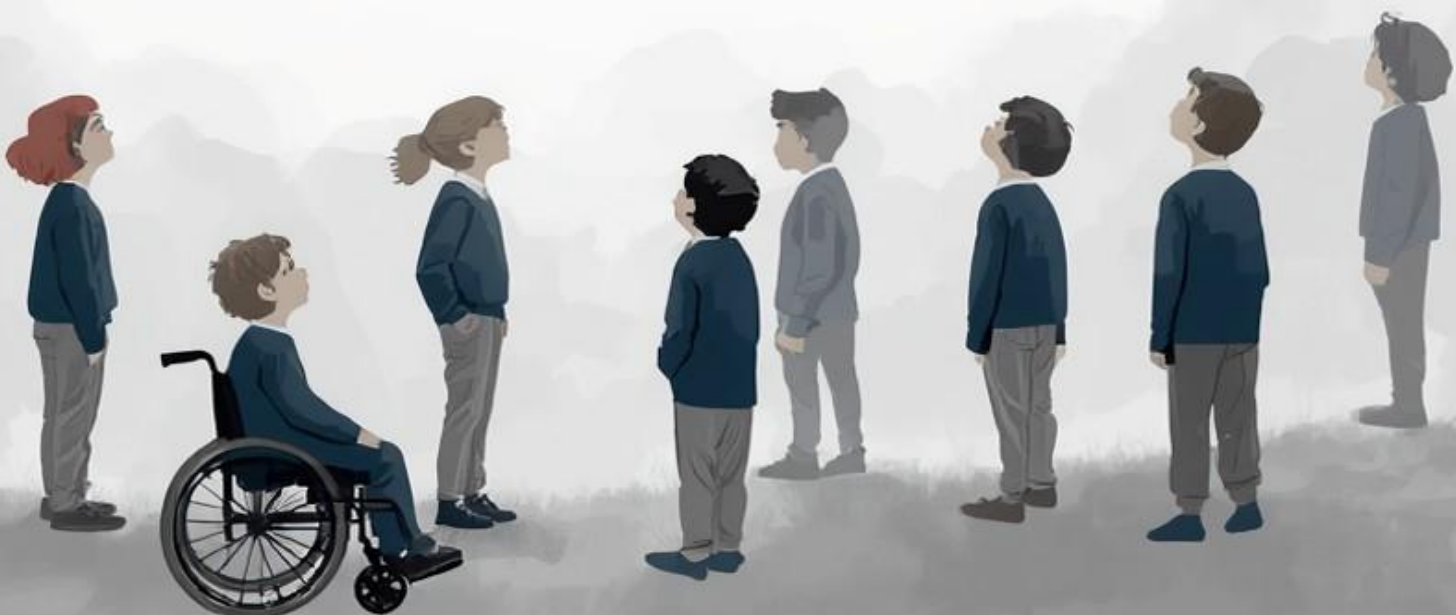
Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

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

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.



## Types of Bullying

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

**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 (as amended) and Public Order Act 1986.

**Homophobic and bi-phobic 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.



# Roles And Responsibilities

The member of staff with the responsibility for dealing with issues related to bullying is Mrs Hall, the Headteacher.

## The Class Teacher

- Note changes in friendship groups.
- Observe closely the socialisation of new pupils.
- Note instances of withdrawn personality.
- Be suspicious of a sudden drop in achievement.
- Be careful of unintended outcomes when choosing groups or when partner work is involved.

## Teachers on Duty/Lunchtime Supervisors

- Patrol areas which are not directly observable.
- Note the occurrence of isolated pupils.
- Observe inappropriate behaviour of pupils in the playground and respond quickly.
- Ensure they are aware of existing issues and regularly monitor identified pupils.

## The Headteacher

- Act immediately on parents' suspicions and lead any further liaison work.
- Record all incidents reported by teachers, parents, and pupils.
- Arrange support for both victims and bullies as appropriate.
- Discuss with staff suitable sanctions where necessary.
- Ensure all staff are aware of potential or existing situations between pupils.

## Support Staff

- Listen to children when they seek you out to talk about problems.

## Emotional Literacy Support Assistant (ELSA)

- Liaise with teaching staff to plan circle time activities relevant to individual classes.
- Provide interventions as required (e.g. Friendship groups or one-to-one behaviour management work)

## Administration Officer

- Check on patterns of attendance and lateness, and sickness in school.

## Parents

- Report any suspected bullying to the school as soon as possible.
- Support the school staff who are involved in dealing with the situation.

## Pupils

- To tell a member of staff if they feel they have been bullied.
- To tell a member of staff if they have seen someone else being bullied.

## Governors

- Evaluate and review this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
  - Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
  - Ensuring that the school adopts a tolerant and open-minded policy towards difference.
  - Ensuring the school is inclusive.
  - Analysing any bullying data to establish patterns and reviewing this policy in light of these.
  - Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
  - Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
    - Ensuring that pupils are taught how to keep themselves and others safe, including online.



# Recognising Bullying

Those who are being bullied may experience:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide

Those who are being bullied may exhibit the following:

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Books or clothes destroyed
- Possessions and money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well-established patterns of behaviour

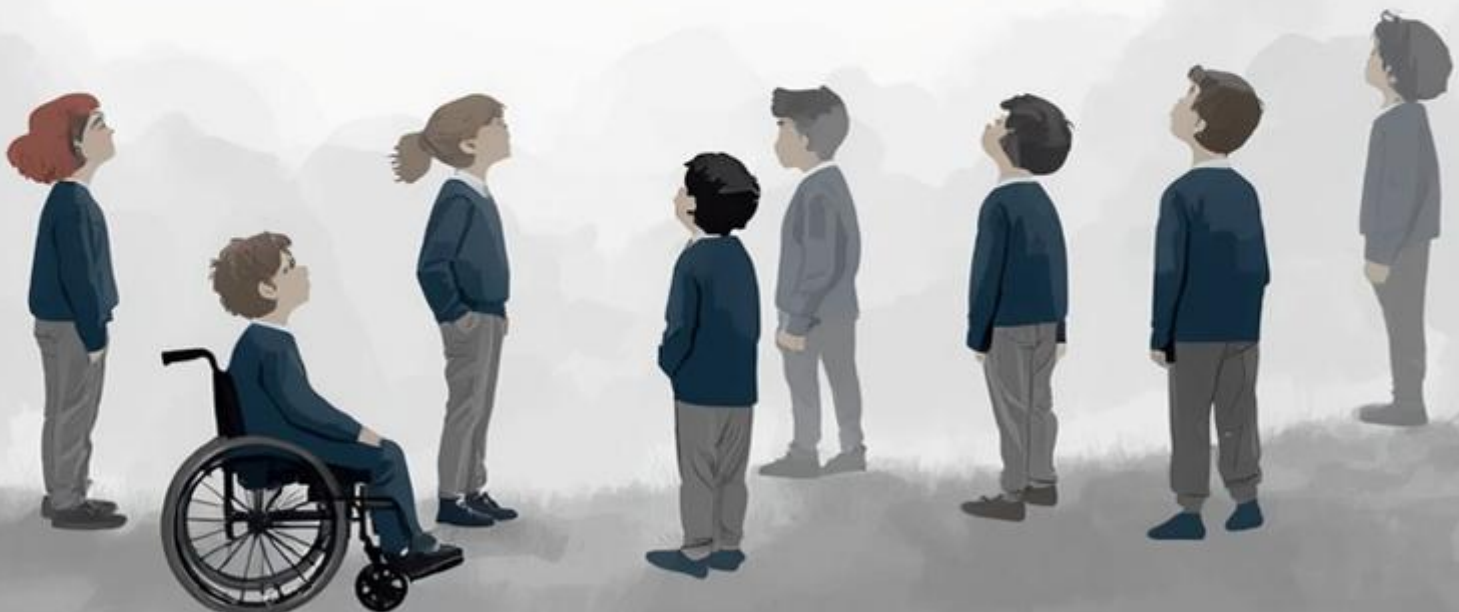
Those who are bullied are often reluctant to say what is wrong or to seek help.

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. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil 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

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.



## Statutory requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have actions brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

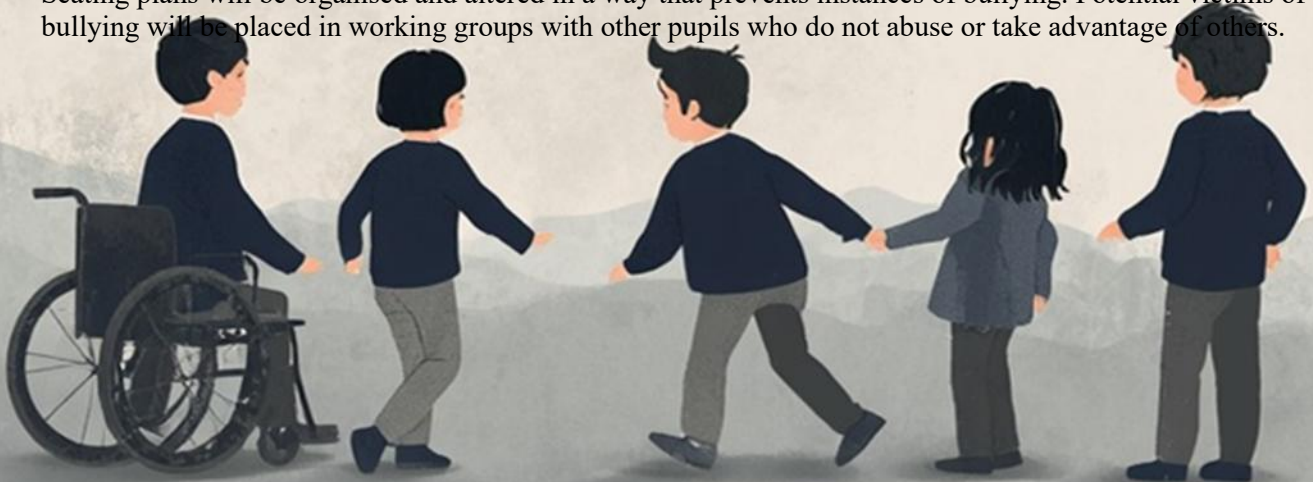
Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene, or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment, or intimidation, and hate crimes.

## Prevention

The school works towards preventing bullying in the following ways:

- Participating in National Anti-Bullying Awareness week including providing opportunities for families to work together.
- Discussing bullying and relationship issues, encouraging co-operative behaviour and awareness of diversity through assemblies and stories, PSHE lessons/schemes of work.
- Working with children who have bullied (with the support of their families) to change their behaviour.
- Involving staff, children and parents in policy review.
- Provide playground activities to engage children in positive play and discourage 'rough' play.
- Providing a safe space indoors supervised by staff during the longer lunchtime break (Lunch Lodge)
- Provide regular circle time activities delivered by the Emotional Literacy Support Assistant (ELSA) where issues specific to the class are addressed.
- Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.



## Procedures

Due to the serious nature of bullying, all reported/suspected instances, will be dealt with swiftly and sensitively. Any reported incident should be dealt with within a 24-hour period and reports made back to parents within the same timeframe. This will be achieved by:

1. Talking to the child who has been bullied and making a detailed written record of the conversation.
2. Following up the accusations by talking to the child(ren) accused of bullying, again keeping a detailed written record.
3. It may then be necessary, at this point, to talk to witnesses.
4. Informing both sets of parents where bullying has been proven.
5. Taking appropriate action by delivering consequences as outlined in the school's Behaviour Policy.
6. Providing support for the victim, which could be provided by external agencies on the request of the parents.
7. Contacting, if necessary, external agencies (e.g. Behaviour Support, Educational Psychologist, school nurse, police) with regard to the child accused of bullying.
8. Monitoring the situation for a specified period of time.
9. Approaches to consequences may differ depending on the nature and severity of the situation, (see Behaviour Policy) Monitoring

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. All school staff will be made aware of these situations.

The Chair of governors will be informed of any proven incidents and the action taken by the Headteacher.

## 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 pupils, 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 text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual 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 messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

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



The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents. All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

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

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

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

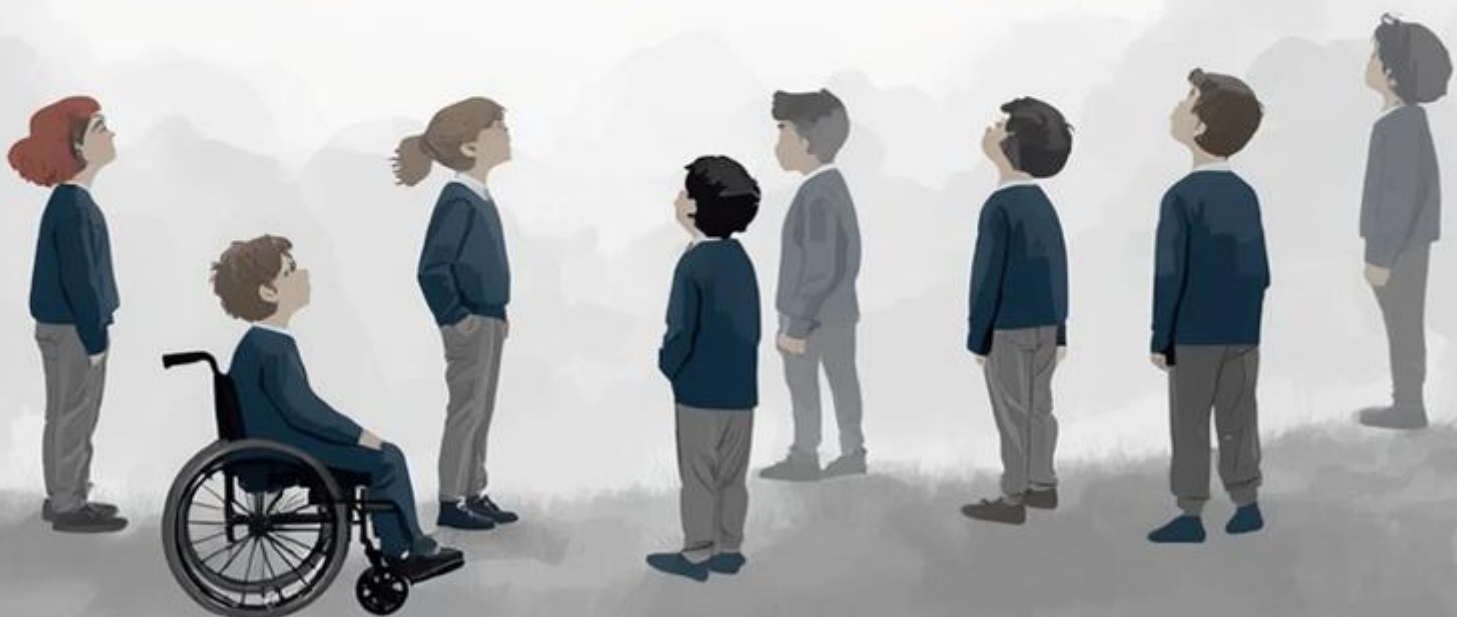
- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

All learning at home will follow procedures outlined in the Remote Education Policy. During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online and explaining how filtering and monitoring procedures work.

When cyberbullying is reported to the school we will:

1. Provide the child being bullied with support and reassurance and inform their parents of the situation.
2. Advise the parents on how to keep relevant evidence for investigations. (e.g. taking screenshots, printing webpages and not deleting phone messages).
3. Advise on reporting mechanisms (e.g. how to report on specific sites or more generally via Click CEOP or school 360) and this may include the police, depending on circumstances, or mobile phone providers in the case of text messaging.
4. Provide advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites.
5. Ensure that the young person does not retaliate or reply to the messages.
6. Investigate the claim fully and work with the parents of the child who has perpetrated the online bullying.
7. Provide additional, targeted e-safety lessons for the class/year group.

To protect against cyberbullying in school, we have a filtering and monitoring system. All children have individual log-ins and must sign an Acceptable Use Policy (AUP) which is sent home to years 1-6 in the Autumn term. This policy outlines the consequences of breaking the e-safety rules. Children who do not return their signed AUP will not have access to computers or iPads in school.



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 – pupils 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 – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils 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 pupils crossing boundaries without realising
- The victim of the bullying may have evidence of what has happened – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

## Child-on-child abuse

The school recognises that child-on-child abuse often includes bullying. The 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, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- 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 and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.
- Sexual harassment in particular can take many forms, including but not limited to:
  - Telling sexual stories, making sexual remarks, or calling someone sexualised names.
  - Sexual “jokes” or taunting.
  - Deliberately brushing against someone.
  - Displaying images or video of a sexual nature.
  - Upskirting (this is a criminal offence).
  - Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.



Pupils 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 pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s services social care and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

## **Operation Encompass**

Domestic violence is a form of bullying which may be witnessed by pupils. The school has named contacts for the Operation Encompass programme and receive notification of any incident investigated by police where pupils at the school, or their families, are involved.

In addition to this, the school has signed up to the Operation Encompass The Next Steps, which is an education programme delivered by OE staff in schools based on relationships. During delivery sessions, they also provide a ‘drop in’ facility for adults.

## **Information Sharing**

Records of bullying incidents (including racist incidents) will be kept by the Headteacher, any paperwork generated (e.g. letters to parents/referrals to agencies) will be kept in accordance with the schools Confidentiality Policy. Proven incidents will be recorded on CPOMS safeguarding record system.

When pupils transfer to the next phase of education (e.g. Secondary School), staff in the receiving school will be made aware of issues which have occurred.

This Anti-bullying Policy will be made available on request from the school office and to download from the school website.

## **Additional Information Points**

Further information relating to this issue including advice for schools, parents and pupils can be found on the following websites:

[anti-bullyingalliance.org.uk](http://anti-bullyingalliance.org.uk)

<https://www.gov.uk/bullying-at-school/reporting-bullying>