



Stanley St Andrew's Church of England Primary School

Anti-Bullying Policy

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

Everyone has the right to feel safe and valued, to be treated with kindness and to be respected as an individual. This means that no one should be treated unfairly because of appearance, gender, ability, race, belief, accent or any other reason. Persistent bullying can seriously inhibit a child's ability to learn effectively. The negative effect of bullying can have an impact on a person for their entire life.

Everyone at Stanley St Andrew's Church of England Primary School is committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur anyone should be able to tell and know that incidents will be dealt with promptly.

Our school endeavours to provide a secure and happy environment, free from threat, harassment and any type of bullying behaviour. We are working to the Derbyshire Anti Bullying Commitment and hold their initial award.

What is Bullying?

Bullying occurs when an individual or group uses strengths or powers to hurt, intimidate or demean either in a physical, emotional, racial, sexual, verbal or homophobic context.

Bullying is deliberately hurtful behaviour **that is repeated** (either to the same person or the same person 'bullying' a variety of individuals) **over a period of time**, making it difficult for the person(s) concerned to defend themselves.

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.

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.

This can take the form of:

- Emotional being unfriendly, excluding, isolating, tormenting (e.g. hiding books, threatening, gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually unwanted comments or inappropriate sexual behaviours, 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.
- Homophobic and biphobic because of, or focussing on the issues of sexuality
- Transphobic bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
- Verbal name calling, sarcasm, spreading rumours, teasing
- Cyber-bullying - the use of information and communication technologies to threaten, harass, humiliate, defame or impersonate". Cyberbullying may involve email, virtual learning environments, chat room, social networking sites, mobile and landline telephones, digital camera images and game and virtual world sites. (These examples are by no means exhaustive)
- 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.

Why is it important to respond to bullying?

- Bullying hurts.
- No-one deserves to be a target of bullying.
- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Targets of bullying need to be listened to and supported.

Once alerted, we have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and follow procedures when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

How do we deal with bullying in our school?

Prevention is better than cure so at Stanley St Andrew's Church of England Primary School we make it clear that bullying in any form is unacceptable and that any incidents of bullying will be taken seriously and dealt with promptly. We are constantly vigilant for signs of bullying and always take reports of incidents seriously.

We have a whole school approach to bullying, which includes teachers, teaching assistants, lunchtime supervisors, parents, governors and all pupils. We are a 'telling school'. Targets must be reassured that something can and will be done to protect them. Pupils and staff must feel safe and we must provide an open and caring environment in which to talk about bullying. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop an anti-bullying ethos.

Pupils are told they **must** report any incidence of bullying to an **adult** within school, and that when another pupil tells them that they are being bullied or if they see the bullying taking place it is their responsibility to report their knowledge to a member of staff.

The whole school community is to be aware of situations where bullying is, or maybe occurring and to take appropriate action so it can be stopped.

All staff/adults are responsible for implementing procedures which confronts bullying in any form. However, they should ensure that pupils know the difference between bullying and 'falling out.'

Procedure, incident management and reporting

All reported incidents of bullying will be taken seriously and investigated by staff members promptly. The way in which an incident is dealt with will depend on how long the bullying has been going on for, how badly the target is affected and to what extent the instigator has been involved in bullying before.

Upon discovery of an alleged incident of bullying, we will talk to the children involved in the incident in a manner appropriate to their age and level of understanding. The alleged target will be spoken to first followed by the alleged instigator. Additional information will be gained from on-lookers/witnesses if needed.

In some cases, a problem solving approach may help. The adult will remain neutral and avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style (e.g. tell me what happened, not what you did). Each pupil must be given an opportunity to explain what happened with no predetermined ideas or blame being put upon them. The discussion will remain focused on finding a solution to the problem and stopping the bullying recurring (if it is such an incident). Feelings on both sides will be discussed and an attempt to reconcile all parties will be made, if it is felt that the incident is of a minor nature. The instigator will be expected to apologise where appropriate. They will be punished according to the school behaviour code. In serious cases, suspension or fixed term exclusions will be considered in line with the school behaviour policy.

Parents of the instigator and of the target will be informed and their support in helping to resolve the problem will be sought. Other outside agencies will also be contacted if appropriate.

A programme of support may be appropriate for the target and/or a programme of work to correct negative behaviours may be appropriate for the instigator.

A record will be kept of all bullying incidents. The class teacher of the target will be responsible for this and will be required to give a copy of the report and action taken to the Head teacher (Senior teacher in H/T absence). Older pupils may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying must be reported to the Head teacher. If bullying includes racist or sexual abuse, or incidences of cyber-bullying either within or outside of school, then it must be reported to the Head teacher to be recorded within separate relevant Incident Logs. (A copy of racial incident forms are also sent to the Local Authority).

After the incident(s) has been investigated and dealt with, each case will be monitored by class teacher and /or a member of the senior leadership of the school.

If further incident/s of bullying happen, parents of the instigator will be invited to a meeting at school with staff and their child to agree a plan to try to address the difficulties; this may involve a referral to outreach agencies such as the behaviour support service. Exclusion is the ultimate sanction in school.

The police may be involved with certain incidences. Pupils are not interviewed by the police without parental permission (unless in exceptional circumstances). Parents of pupils who have been assaulted have the right to report incidents to the police as have the pupils themselves. The age of 'criminal responsibility' is 10 and we work with the community police in school in educating our pupils so that they develop/have an understanding of this, in that at the age of 10 the decisions they make, they are responsible and can legally be held accountable for.

Methods of Prevention

As part of the whole school ethos we will be proactive in our approach to anti-bullying. We will use a variety of methods to help children to prevent bullying. These will include, where appropriate:

- Our primary relationships and health education (personal, social, health and citizenship education) curriculum.
- Teaching of games to play to keep children busy at break/lunch and in groups (rather than alone).
- Clear rules for the children.
- Writing stories, poems, drawing pictures or making posters about bullying.
- Using stories about bullying as a basis for class or collective worship.
- Making up role play scenarios enabling children to recognise and deal with bullying appropriately.
- Social stories.
- Circle time
- Positive play.
- Having discussions about bullying and why it matters.

Curriculum

It is the responsibility of the school to educate and enlighten pupils about the problems of bullying. This is addressed within the framework of Personal, Social Aspects of Learning Scheme. PSHE Matters package. The PSHE co-ordinator will be responsible for monitoring, reviewing and updating lessons and resources.

Other areas of the curriculum will include work which is relevant to the issue e.g. Religious Education, Literacy and Drama. It may be necessary to do extra group or whole school work in response to incidents at times.

This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Visitors to school and Collective Worship are used to raise, discuss and explore the problem of bullying.

School Council provides a voice for all pupils with worries or concerns. The Anti Bullying Alliance organise the Anti Bullying Week which we follow. Questionnaires are sent out to parents to ascertain their views.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided

through participation in special events, e.g. drama productions, sporting activities and cultural groups.

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.

Child-on-child abuse

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 social care services (CSCS) 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.

The school's Child protection and safeguarding Policies 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. More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within these policies.

Personnel

The headteacher has responsibility for bullying incident procedures. The headteacher will monitor the number, type and results of incidents.

Policy Review

This policy was approved for use in January 2026 in accordance with our schools' planner.

This policy will be reviewed on a three yearly basis

We will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or should we feel that an earlier review is necessary.

Useful Contacts

Contact	Telephone	Website
KIDSCAPE	020 7730 3300	www.kidscape.org.uk
Children's Legal Centre	01206 877910	www.chilrenslegalcentre.com
Advisory Centre for Education (ACE)	0808 800 5793	www.ace-ed.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
Youth Access	020 8772 9900	www.youthaccess.org.uk
NSPCC	0808 800 5000	www.nspcc.org.uk
Anti-bullying Network	0131 651 6100	www.antibullying.net
Beat Bullying	0208 771 3377	www.beatbullying.org
Childline	0800 11 11	www.childline.org.uk



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Children's Anti-Bullying Policy

What is Bullying?

Bullying is when a person or group hurts someone else either physically, emotionally, or verbally. Bullying does not only happen once, it is ongoing. Bullying makes the target feel miserable and small.

No one deserves to be bullied.

How do we deal with bullying in our school?

- In our school bullying is unacceptable.
- All children should have the confidence to tell staff. The staff will deal with the problem straight away and the issue will be fixed.
- Staff will sort out the problem and make you feel much better.
- They will talk to the child who is bullying and do circle time.
- The child who is bullying will have time out to think about how to make it up.
- If it happens again the child who is bullying may be excluded for a short period of time.
- If it continues the child who is bullying will be permanently excluded from school.

We have an anti-bullying week in school, and this is where we talk about bullying. We come in non-uniform so that we can see how our lives are out of school.

We learn about bullying and why it is bad. Bullying is wrong and that is why we try our best to warn others about the consequences. We hope there is no bullying outside of school too. Everyone has the right to be safe!