

Kirk Ella St Andrew's

Anti-Bullying Policy

Building respect, resilience and responsibility to encourage confident and questioning children who love learning.

Date of last Review: October 2026

Review in: October 2027

At Kirk Ella St Andrew's we aim to provide an environment in which children feel secure and free from threat. We have a zero-tolerance policy towards bullying and work tirelessly to prevent it.

Legislation and Guidance

This policy supports section 89 of the Education and Inspections Act 2006 which states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The aims of this policy also support the public sector Equality Duty, which came into force on 5 April 2011.

The Duty has three aims:

- to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- to advance equality of opportunity between people who share a protected characteristic and people who do not share it
- to foster good relations between people who share a protected characteristic and people who do not share it.

Through the policy we aim to ensure that:

- children are made aware that certain actions can cause distress to others
- children know that bullying will not be tolerated and will be dealt with firmly
- a child's complaint is taken seriously and the child needs to know that adults will listen to them
- reports of bullying are followed up, and pupils displaying bullying behaviour are appropriately supported, monitored and challenged

What is Bullying?

The school recognises that not all conflict, disagreement or friendship difficulties constitute bullying. Staff will consider frequency, intent, impact and any imbalance of power when determining whether behaviour constitutes bullying.

The Department for Education's updated guidance now explicitly recognises:

Bullying is behaviour by an individual or group, repeated over time, that intentionally causes physical, emotional, psychological or social harm and involves an imbalance of power. Bullying may occur face to face, online or through other forms of communication.

Bullying can be carried out verbally, physically, emotionally or through cyberspace. We recognise that there are four main types of bullying:

- **Physical** - pushing, kicking, hitting, punching or any use of violence or threatening behaviour.
- **Verbal** - name-calling, sarcasm, spreading rumours, persistent teasing, making offensive remarks**.**

Emotional or relational - being unfriendly, threatening, tormenting (e.g., hiding books, threatening gestures), ridicule, humiliation, exclusion from groups or activities, isolating and ostracising someone, manipulation of friendships or deliberate emotional harm

Cyberbullying and Online Harm

Cyberbullying is the use of technology to deliberately and repeatedly hurt, intimidate, embarrass, threaten or target another person. Cyberbullying can occur at any time, can reach a wide audience quickly and may have a significant impact on a child's emotional wellbeing, safety and ability to learn. Schools are expected to have measures in place to prevent and respond to cyberbullying and other forms of online abuse.

Cyberbullying may take place through:

- Social media platforms.
- Messaging apps, group chats and text messages.
- Online gaming and gaming platforms.
- Live-streaming services.
- Image and video sharing platforms.
- Email and other online communication tools.
- School-based digital systems and learning platforms.

Cyberbullying can include, but is not limited to:

- Sending abusive, offensive, threatening or intimidating messages.
- Deliberately excluding someone from online groups or activities.
- Spreading rumours, gossip or false information.
- Sharing private information without consent.
- Creating fake accounts or impersonating another person.
- Posting derogatory, discriminatory or prejudicial comments.
- Recording and sharing images or videos intended to humiliate or embarrass another person.
- Encouraging others to target, ridicule or harass an individual online.
- Using anonymous accounts to intimidate or threaten others.

The school recognises the increasing use of emerging technologies, including artificial intelligence (AI). Cyberbullying may involve the creation, sharing or distribution of AI-generated content, manipulated images, altered videos, deepfakes or other digitally edited material intended to cause harm, distress, reputational damage or social exclusion. Such incidents will be treated seriously and may be managed as safeguarding concerns where appropriate.

Where cyberbullying incidents occur outside school, the school will take action where the behaviour affects the safety, wellbeing or education of pupils, creates conflict within school or breaches school behaviour expectations. Responses may include pastoral support, restorative approaches, sanctions, online safety education, parental involvement and referrals to safeguarding agencies where required.

Any incident involving the sharing of indecent images, sexually harmful content, coercive behaviour, hate-related abuse, serious threats, exploitation, AI-generated sexualised content or other safeguarding concerns will be referred immediately to the Designated Safeguarding Lead and managed in line with the school's Child Protection and Safeguarding Policy.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

Prejudice-Based and Discriminatory Bullying

The school recognises that bullying can be motivated by prejudice or discriminatory attitudes. This includes bullying related to:

- Race or ethnicity
- Religion or belief
- Disability
- Special Educational Needs
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity (where relevant)
- Looked-after status
- Young carer responsibilities

All incidents of prejudice-based bullying will be challenged, recorded and monitored appropriately. The school will take action to educate pupils, promote inclusion and prevent recurrence.

Bullying and Safeguarding

- Bullying may be treated as a safeguarding concern where there is significant harm, ongoing victimisation, hate-related incidents, coercion, exploitation or concerns regarding a child's welfare.
- All confirmed incidents of bullying and any concerns that may indicate a safeguarding risk will be recorded on CPOMS. Serious incidents and incidents involving prejudice, discrimination, online abuse, sexual harassment, sexual violence or exploitation will be reviewed by the DSL.
- Staff must be alert to bullying that may indicate wider safeguarding concerns including:
    - child-on-child abuse
    - sexual harassment
    - sexual violence
    - harmful sexual behaviour
    - online abuse
    - exploitation
    - hate incidents

Some incidents that initially appear to be bullying may constitute child-on-child abuse. Such incidents will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Examples:

- sexual harassment
- sexual violence
- coercive behaviour
- discriminatory abuse
- sharing indecent images
- online abuse

SEND and neurodiversity provision

The school recognises that pupils with SEND, neurodivergent pupils and pupils with medical conditions may experience additional vulnerability to bullying and may communicate concerns differently. Appropriate adjustments will be made when investigating, recording and responding to incidents.

Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- becomes unwilling to go to school
- is frightened to walk to or from school
- becomes withdrawn or begins to lack confidence
- is persistently arriving late for school
- is generally unhappy or anxious
- has possessions which are damaged or 'go missing'
- has nightmares or becomes upset at bedtime
- becomes aggressive, disruptive or unreasonable
- is bullying siblings or other children
- is afraid to use the internet or mobile phone
- wants to stay with adults (e.g., at breaktimes)
- complains of physical symptoms such as headaches, stomach aches, fainting, fits, vomiting, or hyperventilation

If it is suspected that an incident of bullying has occurred, it will be immediately investigated by the respective class teacher, the Deputy Head and the Headteacher. If it is possible bullying may have taken place, this procedure is then followed:

Step 1	The Headteacher will listen to all parties and record statements and incidents that occurred, including contextual information. Safeguarding screening is conducted by the DSL where appropriate. A decision is then made.
Step 2	If it is deemed that bullying has taken place, the Headteacher reports this on CPOMS. A proportional response is necessary. The parents of the offending child / children will immediately be contacted and asked to attend school to discuss the matter with the class teacher and Deputy Head or Headteacher. A structured conversation sheet can be used.
Step 3	The child/children will then take part in a restorative conversation, where suitable, and then the appropriate sanctions e.g., loss of lunchtime/playtimes. The parents of the child that is being bullied are also informed.
Step 4	The Headteacher will set dates for following up the incident and for the situation to be monitored, within the next two weeks to ensure that the incidents of bullying have been eradicated. If this is not the case, then Stage 5.
If the bullying type behaviours persist even after appropriate support has been put in place, then the school behaviour policy will be followed.	

The Headteacher and DSL will analyse bullying records termly to identify:

- recurring patterns
- protected-characteristic incidents
- vulnerable groups affected
- locations and times where incidents occur

- effectiveness of interventions

Governors will receive regular anonymised information regarding bullying trends, incidents and actions taken and will monitor the effectiveness of this policy.

Support

Pupils who have been bullied will be supported by:

- being reassured by the adults at school that bullying is not acceptable and will not be tolerated
- being offered an opportunity to discuss the experience with a member of staff and sharing their ideas for a way forward
- taking part in activities that promote confidence and high self-esteem

Pupils who have bullied and/or have been accused of bullying will be supported by:

- the use of restorative conversation to support any unmet needs, to build resilience and to promote equality
- informing parents or guardians so that they can further support their child

Control measures in place to prevent bullying

As a school we use the following systems to prevent bullying:

- a behaviour policy that prompts respect, resilience and responsibility
- celebrating differences which is taught directly through our PSHE (Jigsaw) and RE curriculums as well as special themed days such as our Neurodiversity Day
- pupils are made aware of our Anti-Bullying Policy at the start of the academic year in assemblies
- a safe environment is created in the playground through careful adult supervision
- actively engaging pupils in School Council meetings which involve the process of developing and monitoring the school Anti-Bullying Policy
- a worry box in each classroom to allow children to voice their concerns
- an emotional check-in in each classroom to be used throughout the day
- events in the school calendar to raise awareness of the negative consequences of bullying (e.g., Anti-Bullying Week, inclusion in assembly themes when relevant).
- the PSHE curriculum (Jigsaw) to discuss aspects of bullying
- regularly reinforcing our core values of respect, resilience and responsibility
- tracking and monitoring pupil's opinions through pupil voice questionnaires
- opportunities for school leadership to discuss behaviour issues with an open and honest antibullying ethos.
- training members of staff to be alert to signs of bullying and act firmly and promptly against it in line with the guidance
- using ELSA support staff to support children
- building community cohesion by celebrating and advocating fundamental British Values with respect for different cultures, difference and diversity, and by not hiding behind the stubborn tensions of ignorance
- restorative conversation as a mechanism to restore and support relationships and resolve conflict
- delivering regular online safety education through the Computing and PSHE curriculum, including safe use of social media, gaming platforms, messaging applications, AI technologies and image-sharing platforms.
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Children will also be taught strategies to help them deal with bullying:

- tell another child if they think the other child's/children's behaviour towards them is unacceptable
- tell themselves they don't deserve to be bullied
- tell someone they trust - their family, an adult in school or a friend
- stay with groups of people because bullies often pick on people who are on their own
- make sure they tell an adult if a friend is being bullied

Support of Parents/Carers

The school places great value on its partnership with parents as an effective means of controlling bullying and limited its harmful effects. Parents can support the school in its efforts to provide an environment where children feel safe and secure.

The following guidelines are offered to parents/carers to support their child:

- watch out for signs of distress in your child: there could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising
- take an active interest in your child's social life by discussing friendships, how playtime is spent, the journey to and from school
- speak to your child's class teacher or the Headteacher if you have any concerns
- do not encourage your child to retaliate
- any behaviour that is contrary to your child's nature
- encourage your child to make more friends or play with different friends.

For further support please see the list of organisations and guidance documents at the end of the policy.

Reporting and misreporting

Pupils can report bullying by:

- speaking to any trusted member of staff
- speaking to their class teacher
- using classroom worry boxes
- speaking to a pastoral or safeguarding lead
- asking a friend or parent to report concerns on their behalf

Care should be exercised by staff when investigating allegations of bullying (whether in or out of school). Investigations should be sensitive to the possibility that actions may have been mis-reported or misunderstood, or that there may be a motive for making a malicious accusation. Efforts should be made to substantiate any allegation before considering a course of action.

Links to other school policies

 Behaviour Policy
 Child Protection & Safeguarding Policy
 Online Safety Policy
 Relationships and Health Education Policy
 Equality Information and Objectives
 SEND Policy
 Staff Code of Conduct

Reviewed by Suzanne Coxon (Interim Leader)

Kirk Ella St. Andrew's Community Primary School

October 2026

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Supporting Organisations and Guidance

- • Preventing Bullying (DfE)
- • Keeping Children Safe in Education
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies"
- https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-healthwithout-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational