



Allscott Meads

# Anti Bullying Policy

## Allscott Meads Primary School

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|---------------------|-----------------------------------------------------------|-------------------|
| Approved by:        | Allscott Chair of Governors                               | Date: August 2025 |
| Last reviewed on:   | Reviewed by the LCT- Approved by Governors September 2026 |                   |
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## **Our Vision- Preventing bullying for our pupils at Allscott Meads Primary School and Nursery**

At Allscott Meads, we are committed to providing an outstanding, inclusive education where every child is respected as an individual. Through a culture of success, we set the highest expectations for all our pupils, fostering respect, resilience and independence, to guide them towards a rewarding and successful future.

We aim to ensure that all pupils act safely and feel safe in school, understand the issues relating to bullying, and feel confident to seek support should they feel unsafe. We also want parents to feel assured that their children are safe and cared for in school, and that any incidents are dealt with promptly and effectively.

We are aware of our legal obligations, including the Equality Act 2010, and our role within the local community, supporting parents/carers and working with other agencies where appropriate.

### **STATUTORY FRAMEWORK**

This policy is informed by:

- Keeping Children Safe in Education (KCSIE 2026)
- Working Together to Safeguard Children 2026
- DfE Preventing and Tackling Bullying Guidance 2026
- Equality Act 2010; Ofsted Education Inspection Framework
- NSPCC Casper Briefing 2026

This ensures Allscott Meads Primary School is compliant with statutory safeguarding requirements and demonstrates best practice in promoting a culture where bullying is never tolerated.

### **BULLYING AND SAFEGUARDING**

The school recognises that bullying can be a safeguarding issue and may be an indicator that a child is at risk of harm. Some forms of bullying, including discriminatory bullying, prejudice-based harm, sexual harassment, harmful sexual behaviour, online abuse and child-on-child abuse, may require safeguarding intervention. All concerns will be considered through both a behaviour and safeguarding lens and responded to in accordance with the Child Protection and Safeguarding Policy.

### **AIMS AND OBJECTIVES**

Bullying is wrong and is damaging to children's confidence as well as their physical/ mental health and well-being. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. Through raising awareness about bullying behaviour, we aim to prevent bullying and create a safe and secure environment where all can learn without anxiety caused by bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying and make clear each person's responsibilities regarding the eradication of bullying in our school.

## OUR SCHOOL CURRICULUM

Preventing bullying is interwoven throughout our curriculum. It is addressed explicitly through Anti-Bullying Week, which educates pupils not only on the different forms bullying can take but also where children can seek advice and support should they need it. In a broader sense, preventing bullying is addressed via NSPCC informed assemblies, as well as through follow up class discussions around what constitutes as bullying, its effects and into UKS2 its potential links to peer pressure. Regular whole school assemblies follow a current theme and are used as a teaching opportunity to talk about the importance of preventing bullying.

Our PSHE curriculum, delivered through the EC Publishing Primary PSHE & RSE resources, provides pupils with an in-depth understanding of how people and families can be different, as well as scenarios which prompt thought-provoking discussions. Through the E-safety part of our Computing curriculum, online bullying is explicitly addressed, and pupils are given opportunities to identify online bullying and ask questions. We also educate pupils about the potential misuse of generative artificial intelligence in cyberbullying and promote awareness of disinformation, misinformation, and conspiracy theories as emerging online safety risks.

Additionally, we invest in a diverse selection of literature for our reading and writing lessons that challenges bullying behaviours and prompts critical thinking. Books such as *Each Kindness* by Jacqueline Woodson and *The Bully, the Bullied, and the Bystander* by Barbara Coloroso, are used to facilitate discussions about empathy, kindness, and the impact of bullying. Carefully selected stories serve as a valuable tool to help children understand the consequences of their actions, the importance of confidence in their self-worth and the importance of being kind to others.

All pupils, parents and carers are given clear guidance on where they can seek support for bullying, and we have open lines of communication between school and parents to address any concerns promptly.

## DEFINITIONS OF BULLYING

Some incidents of bullying may also constitute child-on-child abuse. Staff will consider whether bullying behaviours indicate wider safeguarding concerns including sexual harassment, harmful sexual behaviour, exploitation, coercion, discrimination or abuse.

‘Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally’

‘The repetitive, intentional hurting, humiliating, belittling or isolating 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 through cyberspace’

Bullying is, therefore:

- Deliberately hurtful and harmful
- Repeated, often over time
- Difficult to defend against

Bullying can take place between:

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

## TYPES OF BULLYING

Faith-Based: Bullying related to religious beliefs, faith practices, perceived faith or lack of faith.

Sexual: unwanted physical contact, inappropriate touching, sexual comments, sexualised language, sexist remarks, image-based abuse, sexual harassment, harmful sexual behaviour, coercion, sharing sexual images and sexual violence.

| Type of bullying          | Definition                                                                                                                                                                    |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                 | Being unfriendly, excluding, tormenting                                                                                                                                       |
| Physical                  | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| Racial                    | Racial taunts, graffiti, gestures                                                                                                                                             |
| Sexual                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                             |
| Cyber-bullying            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |

## HOW BULLYING DIFFERS FROM TEASING, ARGUMENTS OR OTHER AGGRESSIVE BEHAVIOURS

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent and can be discretely targeted.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent, for example if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger, then intervention is urgently required regardless it being an isolated incident.

## BAITING AND BANTER

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

Banter is often justified as being just a joke. Allcott Meads does not accept 'banter' being used as an excuse for causing emotional harm to a pupil or member of staff.

## **WHAT BULLYING LOOKS 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.

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. If the victim might be in danger then intervention is urgently required.

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.'

## **WHY ARE CHILDREN AND YOUNG PEOPLE BULLIED?**

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

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

- age
- being or becoming a transsexual 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, Travellers
- 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, we proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobia, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and deal with them appropriately, in line with our behaviour policy. Racist incidents are reported to the local authority for monitoring purposes.

Other vulnerable groups include:

- bullying related to physicality, 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.

### **PREDUDICE RELATED BULLYING**

Staff recognise that prejudice-based harm, including racism, faith-based prejudice and other forms of discrimination, can significantly impact a child's welfare, wellbeing, mental health and sense of safety.

### **PREDUDICE RELATED LANGUAGE**

The school recognises that sexist language, sexist attitudes and misogynistic behaviour can be harmful and may represent indicators of wider safeguarding concerns. Such incidents will be challenged, recorded and addressed appropriately.

Racist, homophobic, biphobia, transphobic and disablist language which can include but is not exclusive to terms of abuse relating to:

- their race/ethnicity/nationality;
- they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or
- they have a parent/carer or sibling who is
- they have a learning or physical disability.

Such language is generally used to refer to something or someone as inferior or unfavourable. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

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.

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and online. Allscott Meads Primary School staff acknowledge the responsibility to support families experiencing bullying.

### **CYBERBULLYING**

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

Cyberbullying may include the creation, sharing or manipulation of images, videos or content using Artificial Intelligence (AI), including deepfakes, image-based abuse and AI-generated harmful content.

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 forms of bullying. Regular E-safety sessions are run throughout the year.

Cyberbullying can include:

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

### **VULNERABLE GROUPS**

Children with SEND, looked after and previously looked after children, children in kinship care, children with medical conditions, children experiencing disadvantage and young carers may be more vulnerable to bullying.

### **RESPONSE TO BULLYING**

All staff must be careful in the language that is used as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' we say person/child who is being bullied, and instead of 'bully' we say person/child who is using bullying behaviours/doing the bullying. In this way we are labelling behaviours and roles, not children.

All staff will:

- remain calm
- take the incident or report seriously
- reassure the children involved
- find out as much information as possible relating to the incident
- take action as quickly as possible
- inform the parents
- offer help and advice to the victim/s and perpetrator
- follow the school's Behaviour Policy
- explain clearly the punishment and why.
- Record the incident on BROMCOM/ CPOMS
- Monitor the children involved
- Use the Reflection session to reflect on the behaviours and impact on others.

### **SUPPORT FOR ALL STAFF**

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Encouraging all staff to model expected behaviour

### **RESPONSE TO BULLYING**

Immediately report concerns to the DSL where bullying behaviour raises safeguarding concerns including child-on-child abuse, prejudice-based harm, sexual harassment, harmful sexual behaviour or online abuse.

#### **BYSTANDERS**

Pupils are encouraged to be active and responsible bystanders and report concerns to a trusted adult.

#### **MONITORING AND EVALUATION**

The Headteacher, DSL and Governors will monitor bullying incidents, analyse patterns and trends and evaluate the effectiveness of preventative strategies.

#### **THE ROLE OF GOVERNORS**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

Childline, telephone helpline number will be displayed.

Childline: 0800 1111 (open 24hrs)

Leaflets: these can be displayed around the school and/or sent home.

#### **THE ROLE OF THE HEADTEACHER**

The Headteacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff and volunteers are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher ensures that the school has established clear procedures for reporting and monitoring bullying incidents, ensuring timely and appropriate responses to all concerns raised.

#### **THE ROLE OF ADULTS**

All staff support all children in school to establish a climate of trust and respect for all. By praising, rewarding, and celebrating the success of all children, we aim to prevent incidents of bullying.

All adults in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep records of incidents of significant concerns and log them onto CPOMs.

If adults witness an act of bullying, they do all they can to support the children involved, informing the class teacher. Teachers will consult the Headteacher then speak to the parents.

If teachers become aware of any bullying taking place between members of a class, they will deal with the issue immediately. All parties are spoken to, and the behaviour policy is followed. If a child is repeatedly involved in bullying incidents, the child's parents will be invited into the school to discuss a support plan that will be put into place.

All staff are trained to recognise, prevent, and respond to bullying, ensuring that they are equipped with the necessary skills and knowledge to address all incidents effectively.

### **THE ROLE OF PARENTS/ CARERS**

Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately secure in the knowledge that it will be taken seriously and any concerns will be listened to and acted upon appropriately. Parents and carers also have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.