

# Anti-Bullying Policy



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## Version Control

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*Developing the roots to grow and wings to fly*

## 1. Aims

Chadsmead Primary Academy is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour, and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Preventing and tackling bullying \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/preventing-and-tackling-bullying)

- [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education)
- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-advice-for-headteachers-and-school-staff-2016)

[Behaviour in schools: advice for headteachers and school staff 2022](https://www.gov.uk/government/publications/behaviour-in-schools-advice-for-headteachers-and-school-staff-2022)

- [The Equality Act 2010](https://www.gov.uk/government/publications/the-equality-act-2010)

## 3. Definitions

### What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Chadsmead Primary Academy, our definition of bullying is:

**“The repetitive, intentional hurting 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 online”**



There are four elements for this definition:

- Hurtful
- Repetition
- Power imbalance
- Intentional

## 4. Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer-term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying. These include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT+ pupils and those perceived to be LGBT+.

## 5. Types of bullying behaviour

Bullying can include:

TYPE OF BULLYING	EXAMPLES
Emotional	Being unfriendly, excluding, tormenting, threatening behaviour, isolating others, ridicule, humiliation, excluding, manipulation, coercion
Direct or Indirect Verbal	Name calling, sarcasm, spreading rumours, teasing, use of derogatory language, threats, belittling
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, poking, biting, pinching
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or contact, comments about sexual reputation or performance, or inappropriate touching, abusive comments, homophobic abuse
Online (Cyber-bullying)	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Misuse of associated technology e.g photos and videos, social exclusion

## 6. Signs and symptoms

Not all occurrences of bullying may be witnessed by a third party and a child who is being threatened may be too afraid to tell an adult. However, a child may indicate by signs or behaviour that he/she/they is being bullied. Adults should be aware of these signs, and they should investigate if they have any concerns including that a child:

- is frightened of walking to or from school
- becomes withdrawn, anxious or lacking in confidence
- feels ill in the morning
- suffers from constant illness
- has stress-related headaches/stomach pains
- begins to perform poorly in school
- comes home with clothes torn or books damaged
- has possessions "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- gives improbable excuses for any of the above
- reluctance to attend

These signs and behaviours could indicate other problems, but bullying should be considered a possibility.

## 7. Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Using assemblies and PSHE in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, social and emotional learning programmes, peer mediation, ambassadors.
- Secure the safety of the target of bullying. Take actions to stop the bullying from happening again.
- Whole school learning - reflection on what we have learnt.
- Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Provide assurances to child that concerns have been listened to and action will be taken.
- Consider who else is involved and what roles they have taken.
- Send clear message that the bullying must stop.
- Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g., PSHE, training etc.
- Raising awareness of online bullying through regular online safety lessons/assemblies.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Focused work with individuals and groups of pupils where required to support understanding and development of social skills e.g., social skills groups.

- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.
- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

## 8. Reporting Bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peers

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to the class teacher.

Any incidence of bullying should be reported by anyone who witnesses it or becomes aware of it.

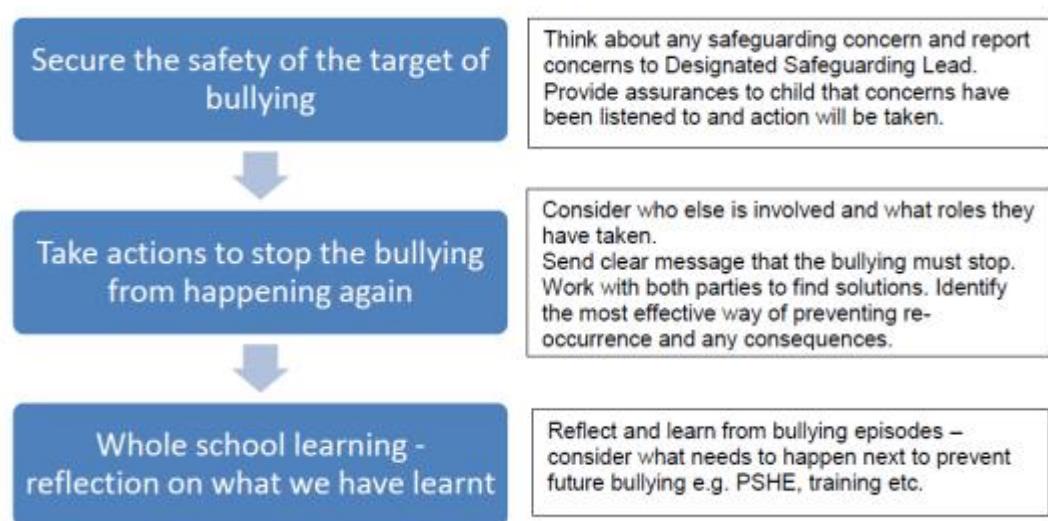
When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

## 9. Responding to Bullying

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

### 9.1 Procedures



Bullying should be reported to a member of staff. This can be to any adult working in school that a child feels comfortable with. In addition to the victim's report, any incidence of bullying should be reported by anyone who witnesses it or becomes aware of it.

If a parent has any concerns about their child, they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the headteacher.

All reports should be taken seriously and children should be assured of this. Bullying behaviour and threats of bullying must always be investigated and the bullying stopped quickly.

Any alleged bullying will be investigated. All the children involved, the target, the bully and others if appropriate will discuss the incident(s) with a member of staff or the headteacher and the feelings of all parties will be considered.

Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

If, after investigation, it is established that bullying has taken place, it should be recorded in accordance with our existing procedures. The record should be clear and precise, and completed as soon as possible and shared with the Designated Safeguarding lead.

If an incident has been recorded as bullying, the parents of the bully/bullies and the target should be informed, and they may be asked to come in to discuss the problem.

The strategies employed will be noted and the situation will be monitored. Parents will be kept informed about the concern and actions taken, as appropriate and in line with child protection policies.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

In cases where a child reports bullying at the hands of an adult, safeguarding procedures will apply.

## **9.2 Outcomes and Consequences**

Natural and logical consequences will be applied to the bully following the Behaviour and Restorative Relationships Policy and every effort will be made to help the bully [bullies] to change their behaviour.

Discussions with all parties will follow the agreed restorative language prompts from the Behaviour and Restorative Relationships Policy. They will be encouraged to consider how they have made the target of their bullying feel as a result of their actions.

Natural and logical consequences may include the bully being asked to genuinely apologise (verbally or written), staying in, completing written work on behavioural issues etc. In serious cases exclusion may be considered.

If possible, the pupils will be reconciled.

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

In repeated bullying or bullying of a very severe nature individual strategies will be put into practice with the combined support of parents, teachers and potentially outside agencies.

## **10. Cyber Bullying**

When responding to cyber bullying concerns, the school will act as soon as an incident has been reported or identified. We encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation. A child may want to show staff content they wish to report, however, school staff will not direct children to share evidence on any devices. We will inform the police if a criminal offence has been committed.

In all cases parents will be informed, highlighting if a child is accessing online material recommended above their actual age.

Where an individual can be identified, the school will discuss online content with the individuals and work with the person who has carried out the bullying to try to change attitudes and behaviours.

To support parents and children, we will provide information regarding steps they can take to protect themselves online. This may include advising those targeted not to retaliate or reply, providing advice on blocking or removing people from contact lists, helping those involved to consider and manage any private information they may have in the public domain.

## 11. Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through outside agencies such as Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support regarding their behaviour or actions
- If online, requesting that content be removed and reporting accounts/content to service provider
- Logical consequence, in line with school behaviour and restorative relationship policy
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

Appendix 1 signposts to useful links and supporting organisations.

## 12. Monitoring arrangements

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

Any issues identified will be incorporated into the school's action planning.

The headteacher will be informed of bullying concerns, as appropriate and will report to the governing body on incidents of bullying, through the Ensuring Excellence Summary.

## 13. Links with other policies

This Anti-Bullying policy is linked to the following policies:

Behaviour and Relationships policy

Child protection and safeguarding policy

Online Safety

## Appendix 1: Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Internet Safety (UKCIS):  
[www.gov.uk/government/organisations/uk-council-for-internet-safety](http://www.gov.uk/government/organisations/uk-council-for-internet-safety)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability-10-theeducationpeople.org](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability-10-theeducationpeople.org)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Race, Religion and Nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamaauk.org](http://www.tellmamaauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk) • Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Mermaids: [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

## Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): [www.childnet.com/our-projects/project-deshame](http://www.childnet.com/our-projects/project-deshame)