



Anti-Bullying Policy

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Author	Publication Date	Review Cycle
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MISSION:

TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

VISION:

WE AIM TO DEVELOP A **PASSION FOR LIFELONG LEARNING**
EXPLORING **LIFE IN ALL ITS FULLNESS**
WITH **HOPE AND ASPIRATION**
THROUGH A **WORLD CLASS EDUCATION**

I have come that they may have life, and have it to the full. John 10:10

SCHOOL VALUES:



Jeremiah 31:3

*I have loved you with an everlasting love;
I have drawn you with unfailing kindness.*



Psalms 118:24

*This is the day that the Lord has made;
let us rejoice and be glad in it.*



Psalms 133:1

*How good and pleasant it is when
God's people live together in unity!*



Jeremiah 29:11

*For I know the plans I have for you,
declares the Lord.
Plans to prosper you and not to harm you,
plans to give you hope and a future.*

Sneinton St. Stephen's C of E Primary School

Anti-Bullying Policy

1. Introduction

At Sneinton St. Stephen's C of E Primary School, we believe all pupils have the right to learn in a supportive, caring, and safe environment without fear of being bullied. Bullying of any kind is unacceptable and will not be tolerated. We recognise the negative impact bullying can have on children's wellbeing and learning, and we are committed to preventing and addressing it. Our children are given the confidence and strategies to speak up and report any bullying experiences, knowing that effective and positive action will be taken to support them.

This policy aligns with our Christian values of Love, Joy, Unity, and Hope, and is based on our vision of "Together, We Can Achieve," which reflects our commitment to building each other up. We are committed to preventing and addressing bullying to ensure that all members of our community feel safe and valued.

2. Aims and Objectives

- To ensure that all forms of bullying are taken seriously and responded to swiftly.
- To provide a clear framework for preventing and addressing bullying behaviour.
- To create a safe and supportive learning environment where all pupils can thrive.
- To support children who experience bullying and children who display bullying behaviour, helping all those involved to understand the impact of the behaviour and prevent its recurrence.
- To work closely with parents and carers and external agencies to address incidents of bullying.

3. Legal Framework and Statutory Requirements

The legal frameworks underpinning this Anti-Bullying Policy provide crucial guidance and statutory duties for schools to ensure the safety and wellbeing of all pupils.

These are:

- **The Children Act 1989:** Reinforces our responsibility to protect children from emotional harm caused by bullying, aligning with our safeguarding obligations.
- **Human Rights Act 1998:** Protects pupils' rights to a safe environment, free from degrading treatment and bullying, ensuring respect for all individuals.
- **Education Act 2002:** Places a duty on schools to safeguard children, which includes taking effective action against bullying to protect children's welfare.
- **Education and Inspections Act 2006:** Places duties on maintained schools relating to behaviour and enables headteachers, where permitted by the school's behaviour policy, to regulate pupils' conduct in certain circumstances when pupils are not on school premises or under the lawful control of school staff.
- **Equality Act 2010:** Ensures that our policy addresses bullying related to protected characteristics, such as race, disability, or sexual orientation, fulfilling our legal duty to prevent discrimination and promote equality.
- **Preventing and Tackling Bullying (2017):** Provides best practice guidance for preventing and responding to bullying, helping us create a safe and inclusive school culture.
- **Keeping Children Safe in Education 2026:** Sets out schools' statutory safeguarding responsibilities, including their response to child-on-child abuse.
- **Behaviour in Schools: Advice for Headteachers and School Staff:** Provides guidance on developing a whole-school behaviour culture and responding to behaviour incidents, including conduct outside school.

- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement:** Sets out the statutory requirements relating to suspension, permanent exclusion, off-site direction and pupil movement.
- **Working Together to Safeguard Children 2026:** Sets out expectations for multi-agency safeguarding arrangements and effective partnership working.

These frameworks ensure that our policy is comprehensive, legally compliant, and focused on creating a safe, supportive environment where all children can learn and flourish.

4. What is Bullying?

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It may be physical, verbal, relational or online. Although a one-off incident may not meet this definition, it will still be taken seriously and addressed under the school's Behaviour Policy or Safeguarding and Child Protection Policy, as appropriate.

Bullying can take many forms, including:

- **Physical:** Hitting, kicking, pushing, or other forms of physical aggression.
- **Verbal:** Name-calling, taunting, teasing, or offensive remarks.
- **Relational:** Excluding someone from a group, spreading rumours, or manipulating friendships.
- **Cyberbullying:** The use of electronic communication to bully, including through social media, texts, or emails.
- **Prejudicial Bullying:** Bullying related to protected characteristics, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity.

Bullying may also relate to a child's appearance, health, medical conditions (including allergies), family circumstances, care experience, young-carer status or socioeconomic circumstances. These will be taken seriously whether or not they relate to a protected characteristic.

We use the following information to support our community in identifying bullying behaviours:

Is it Bullying?

How can you tell if someone is being bullied?
The information below can help you decide if someone is being bullied or if it is something else.

One off?

Someone is being mean on purpose.
It is a one time thing.
Someone may be responding to hurt feelings.

Joking around?

Everyone is having fun.
No-one is getting hurt.
Everyone is joining in equally.

Conflict?

Two people with a balance of power, in a conflict or disagreement.
A solution can usually be found.

Bullying?

Repeated, unwanted, negative behaviour towards someone.
Behaviour happens several times on purpose.
Someone is being hurt on purpose.

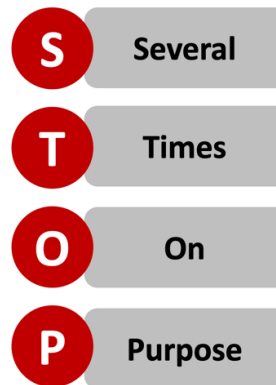


If you think someone is being bullied...
Tell our DSL team or a member of staff in school straight away.

A one-off disagreement or incident is not usually bullying. However, it may still cause significant harm and will be taken seriously. Staff will consider the nature, context and impact of the incident and whether it may form part of a wider pattern of behaviour.

What is Bullying?

We can define this as:



What if you are bullied?

You should always:



Children are encouraged to report any behaviour that worries, harms or upsets them. They do not need to wait for behaviour to happen several times before telling an adult. Staff will record and respond to individual incidents and consider whether they form part of a wider pattern.

5. Preventative Strategies

Sneinton St. Stephen's adopts proactive strategies to prevent bullying and promotes positive relationships and respectful behaviour through:

- **Restorative Approach:** Using restorative approaches, where appropriate and safe, to help children understand impact, repair harm and rebuild relationships. Restorative work will not be used to require a child who has experienced bullying to meet with another child where this would be inappropriate or unsafe.
- **School Values:** Integrating Love, Joy, Unity, and Hope into our daily practice, promoting respect for all.
- **Curriculum:** Incorporating anti-bullying education through PSHE, Relationships and Sex Education (RSE), online safety education, external delivery of programmes such as The GREAT project, and themed weeks like Anti-Bullying Week.
- **Collective Worship:** Providing daily opportunities for worship, reflection, and spiritual flourishing, which reinforce the school's values and create a respectful, inclusive environment.
- **Workshops and External Agencies:** Regular workshops on online safety and anti-bullying are conducted by external agencies such as NSPCC, Childnet and Nottinghamshire Police.
- **Pupil Leadership:** A focus on pupils as leaders and role models across a range of areas of school life, but especially within our Wellbeing Buddy and Pupil Sports Leader roles, promoting positive peer relationships.

6. Procedures for Reporting and Responding to Bullying

All bullying incidents will be taken seriously and handled according to the following steps:

1. Reporting:

Pupils can report bullying or any behaviour that worries them to any member of staff. The school actively promotes its team of Designated Safeguarding Leads. Children can also use the electronic Worry Form available through Showbie on their individual iPads, and Learning Mentor support is available throughout the school day. Parents and carers may report concerns to members of staff at the school gates, through the school office or by using the school's online concern form.

2. Recording:

Individual behaviour incidents are recorded on Arbor in accordance with the Behaviour Policy. Allegations or confirmed patterns of bullying, prejudice-related incidents and concerns that meet a safeguarding threshold are also recorded or cross-referenced on MyConcern. Records will distinguish between an allegation, an incident under investigation and confirmed bullying. They will include the nature and location of the incident, the children involved, immediate safeguarding action, findings, support, consequences, communication with families and planned follow-up.

Where bullying or intimidation relates to a pupil's allergy or medical condition, leaders will consider whether additional health and safety measures, risk assessments or amendments to the pupil's Individual Healthcare Plan are required.

Where an incident may constitute child-on-child abuse, a criminal offence or a risk of significant harm, staff will follow the Safeguarding and Child Protection Policy and refer the matter immediately to a Designated Safeguarding Lead. The school will consider whether external agencies, including children's social care or the police, need to be involved.

3. Investigation:

A senior leader, usually the Headteacher or Assistant Headteacher for Inclusion, will oversee enquiries into reports of bullying, involving relevant children and witnesses as appropriate. Reports will be acknowledged and any immediate safeguarding action taken promptly. Enquiries will begin as soon as reasonably practicable, with the scope and timescale reflecting the nature and complexity of the concern. The investigation and outcome will be recorded on the appropriate school system, with safeguarding concerns and confirmed patterns of bullying recorded on MyConcern. Parents and carers will be informed appropriately where the concern involves their child.

Information will be shared in accordance with safeguarding, confidentiality and data-protection requirements. The school will not normally disclose confidential information about another child, including details of sanctions or individual support arrangements.

4. Response:

Bullying is unacceptable and will always be taken seriously. Our response seeks to both address the behaviour and provide opportunities for learning and personal development. Confirmed cases of bullying are treated as serious incidents, which will result in immediate intervention and appropriate consequences. Responses will be appropriate and proportionate to the seriousness, frequency, context and impact of the behaviour.

In cases of confirmed bullying, consequences may include:

1. Restrictions on outdoor play during lunchtime or break times
2. Supervised reflection or removal from the classroom in accordance with the Behaviour Policy
3. A short, planned educational intervention at another Transform Trust school, agreed with parents and supervised by a member of Sneinton St Stephen's staff.
4. Suspension
5. In exceptional circumstances, permanent exclusion

The Headteacher or delegated senior leader will determine an appropriate and proportionate response, considering the seriousness and frequency of the behaviour, its impact, the child's age and understanding, any special educational needs or disabilities, relevant safeguarding information and the school's duties under the Equality Act 2010. Responses will be implemented in accordance with the Behaviour Policy and, where appropriate, in partnership with parents and carers.

5. Support:

Where appropriate and safe, restorative approaches may be used to help children understand the impact of their behaviour, repair harm and rebuild relationships. Children who have experienced bullying will receive appropriate pastoral support, including counselling and mentoring if needed. Pastoral support will be ongoing and reviewed regularly to ensure the wellbeing of the child who has experienced bullying and

the child displaying bullying behaviour. Those involved in bullying will receive behaviour support and, where appropriate, an Individual Support Plan (ISP) to address underlying issues. In addition, the school may engage with external agencies, such as educational psychologists or behaviour specialists, to provide further support and ensure the child's wellbeing and progress.

6. Follow-up:

The school will follow up with the children involved to assess whether the bullying has ceased, whether children feel safe and whether further support or action is required. Follow-up will be proportionate to the concern and recorded on MyConcern. Staff will continue to monitor the situation and will respond promptly if further concerns arise. Restoring relationships will be encouraged where appropriate, but will not be required where this would be unsafe or contrary to a child's wellbeing.

7. Working with Parents and Carers

At Sneinton St. Stephen's, we value the vital role that parents and carers play in supporting their child's wellbeing and behaviour. Positive collaboration between home and school is key to addressing any concerns and ensuring the best possible outcomes for all children.

The school encourages open communication and will:

- Keep parents and carers informed of bullying incidents involving their child.
- Provide advice and support to parents and carers where bullying affects their child, including where relevant behaviour occurs online or in the wider community.
- Work collaboratively with families to resolve bullying incidents and prevent further occurrences.

We ask that parents work closely with us to support their child or children through the procedures outlined in this policy. This includes keeping open lines of communication with the school and being actively involved in any actions taken to address bullying incidents.

Our **Parent and Carer Charter** emphasises the importance of parents and carers allowing the school to manage and resolve conflicts between pupils. It is crucial that families trust our trained staff to follow the appropriate processes to address incidents of bullying. Parents and carers are strongly advised not to attempt to resolve conflicts between children themselves, as this can often escalate situations and affect relationships further.

We also ask that all members of our school community follow the **Transform Trust Parent Code of Conduct**, which outlines the respectful and supportive behaviours we expect from everyone in our school community. This code helps ensure that together, we create a positive, nurturing environment where all children feel safe and valued.

We appreciate the support of our families in helping to maintain the respectful and caring ethos of our school and in modelling the behaviours that contribute to our shared commitment to kindness and unity.

8. Prejudice-related and Discriminatory Incidents

Sneinton St. Stephen's CofE Primary School is committed to promoting equality and ensuring that every member of our community is treated with respect, dignity, and fairness. Any form of bullying that targets individuals based on protected characteristics, including race, religion or belief, disability, sex, sexual orientation, gender reassignment, pregnancy or maternity as outlined in the Equality Act 2010, will be treated as a Single Equality Incident.

The school recognises that some pupils may be targeted because of medical conditions, including food allergies. Deliberately exposing a pupil to an allergen, threatening to do so, mocking, intimidating or excluding a pupil because of their allergy will be treated as a serious incident and may be managed as bullying, a safeguarding

concern or both, depending on the circumstances.

Prejudice-related and discriminatory incidents are recorded on Arbor in accordance with the school's recording procedures. Anonymised and aggregated information about incidents and the school's response is shared with governors half-termly and Transform Trust termly, and the number of incidents along with the school's response is shared with governors on a half-termly basis and with Transform Trust on a termly basis.

The school will inform parents and carers of any single equality incident involving their child, whether as the child who has experienced bullying or the individual responsible and will work closely with families to provide appropriate support.

- **Support for the child who has experienced bullying:** The child who has experienced the incident will receive appropriate pastoral support, including mentoring or counselling where necessary, to ensure they feel safe and supported.
- **Support for the Individual Responsible:** The child involved in the discriminatory behaviour will receive behaviour support and re-education to help them understand the impact of their actions and learn more inclusive and respectful behaviours.

By addressing these incidents promptly and collaboratively, we aim to foster a respectful, inclusive school environment for all.

9. Bullying Outside of School Premises

The school may respond to bullying or other behaviour occurring away from the school premises where this is permitted by law and the school's Behaviour Policy. This may include behaviour that affects another pupil's safety, wellbeing, relationships or education, or threatens the orderly operation of the school. The response will depend on the circumstances and may include behaviour that occurs:

- On school transport.
- During off-site visits, including residential trips.
- Through social media, messaging services, online platforms or other electronic communication involving pupils.

10. Supporting Pupils with SEND

We are aware that pupils with Special Educational Needs and Disabilities (SEND) are particularly vulnerable to bullying. This policy aligns with our SEND policy, and we will ensure that appropriate support is given to pupils with SEND both in preventing bullying and responding to it. Reasonable adjustments and personalised strategies may be made to support pupils with SEND who are involved in bullying, whether as the child who has experienced bullying behaviour or as the child displaying bullying behaviour.

Staff will consider whether behaviour may be affected by communication and interaction needs, sensory needs, developmental differences or a child's understanding of social situations. This will inform appropriate support and reasonable adjustments but will not minimise the impact of the behaviour on another child.

11. Related Policies

This Anti-Bullying Policy is supported by and should be read in conjunction with the following policies:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- SEND Policy

- Complaints Policy
- PSHE Curriculum
- Equality Policy and objectives
- Relationships and Sex Education Policy
- Exclusions Policy – Addendum to School’s Behaviour Policy
- Parent and Visitor Code of Conduct

12. Monitoring and Evaluation

At Sneinton St. Stephen’s, we are committed to continually reviewing the effectiveness of our Anti-Bullying Policy. Bullying incidents are monitored and evaluated to ensure appropriate and timely responses, with a focus on both prevention and intervention.

- **Reporting to Governors and Transform Trust:** Governors and Transform Trust receive anonymised and aggregated information about the number and nature of bullying and prejudice-related incidents, identified patterns, actions taken and the effectiveness of the school’s response. Information is shared in a way that protects individual children’s confidentiality.
- **Pupil Voice:** The school will seek pupils’ views through age-appropriate discussions, surveys and pupil leadership structures. This will help leaders evaluate pupils’ understanding of bullying, confidence in reporting concerns and perceptions of safety.
- **School Response:** The school’s response to bullying incidents is categorised into three levels of support:
 - **Universal Support:** Whole-school approaches aimed at promoting positive behaviour and preventing bullying, such as assemblies (collective worship), curriculum-wide anti-bullying lessons, and awareness campaigns like Anti-Bullying Week.
 - **Targeted Support:** Specific interventions aimed at individuals or small groups where bullying incidents have been identified. This may include mentoring, behaviour plans, or restorative approaches.
 - **Specialist Support:** In cases where more intensive intervention is required, the school may provide specialist support in collaboration with external agencies, such as educational psychologists, MHST Practitioners or behaviour specialists.
- **Curriculum Adaptations:** Based on the findings from bullying incidents, the school may adapt elements of the curriculum to address emerging trends. This could include additional PSHE lessons, online safety workshops, or focused discussions on empathy, respect, and inclusion.

At Sneinton St. Stephen’s, we believe that every child deserves to feel safe, respected, and valued. By working together with pupils, staff, parents, and the community, we aim to create an environment where bullying is not tolerated and everyone can flourish.

13. Review

This policy will be reviewed annually or sooner where required by changes to legislation, statutory guidance or school procedures.

Date of next review: September 2027