Anti-Bullying Policy

Spring Term 2026

Rationale

We create a safe and happy environment, believing that all bullying is unacceptable, whether at home, at school in the local community or when social networking. School should provide a safe, caring and happy place for children to learn and for adults to work. As a school, we educate and support children and staff to

- Become more aware of the impact of their actions
- To know how and when to respond appropriately to signs of bullying
- To determine the difference between bullying and other inappropriate behaviours.

This policy's aims is to ensure that members of the school community are clear about their roles and responsibilities, and how to manage a bullying incident if it occurs. However, bullying is not confined to school and this policy aims to make children aware of what action they can take both now and in their adult life, whether victims of bullying, or as bystanders.

Why is it important to respond to bullying?

Bullying is harmful. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Bullies can also be victims albeit in a different context/place and therefore both victims of bullying and bullies need support and guidance.

Objectives of this Policy

All teaching and support staff, pupils, parents and governors should have an understanding of what bullying is, know what the school policy is on bullying, and follow it 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 perceived or actual bullying is reported. Bullying will not be tolerated. All adults and children should be able to ascertain the difference between bullying and disagreements.

What is Bullying?

It is important that all children and adults are clear about the difference between bullying and other behaviours. At Elloughton Primary bullying is defined as:

- Repeated
- Deliberately intended to hurt someone either physically or emotionally
- Aimed at certain groups, e.g. because of race, religion, disability, gender or sexual orientation
- Involves an imbalance of power

Bullying can be:

- **Emotional**: being unfriendly, excluding, tormenting, ridicule, humiliation

- **Verbal**: Name-calling, sarcasm, spreading rumours, threats, teasing, mimicry, making rude remarks, making fun of someone. This may be directed towards gender, ethnic origin, physical/social disability, personality etc.
- **Physical**: Pushing, kicking, hitting, punching, throwing things at someone, spitting, or any other form of physical violence, taking or hiding someone's belongings
- **Damage to property or theft**: Pupils may have their property stolen or damaged
- **Racist**: Racist taunts or comments, graffiti, making fun of someone's culture or religion
- **Cyber bullying:** Hurtful texts, spreading rumours through social networking sites and assuming false identity to cause harm or mischief. Prevention is better than cure therefore; we embed good safe IT practice into all our teaching and learning. Please refer to the school's E-Safety policy.
- **Sexual:** Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
- **Homophobic**: Because of, or focusing on the issue of sexuality
- **Any unfavourable** or negative comments: Gestures or actions made to someone relating to their disability or special educational need; the use of offensive language can also have a significant impact. If left unchallenged or dismissed, as banter or horseplay, it can lead to reluctance to report other behaviour.

Forms of behaviour that do not constitute bullying

Children and adults should be taught that some disagreements are inevitable and learn appropriate strategies to deal appropriately with disagreements but this is not bullying. Children and adults are not always aware of the impact of their actions or words and sometimes need to develop a greater awareness of others but if there is not a malicious intent, it should not be classed as bullying.

Signs of Bullying

Victims of bullying may be secretive and reluctant to tell.

- **Physical Signs** - Physical injuries with no convincing explanation.
- **Emotional Signs** - Apparent changes in personality, constant anxiety/nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.
- **Behavioural Signs** - Withdrawn, poor concentration, disruptive, challenging, bullying behaviour.
- **General -** Frequently 'lose' money/possessions, appears tired and lethargic and avoids entering/leaving school without others. Potential victims may have certain characteristics that can be recognised by teachers, enabling them to intervene at the early stage of any situation.

Characteristics of a victim/potential victim may include:-

- New to the school/class
- 'Different' – background, speech, appearance
- Being successful educationally (particularly academically)
- Having low self-esteem
- Anxious, quiet, nervous, passive, losing control easily
- Quick tempered
- Isolated, having no friends
- The outside of groups
- Over emotional, tearful
- Lack concentration causing deterioration of work.

We acknowledge that children with SEND, may be more susceptible to all forms of bullying, and are more likely to be targeted due to difficulties they can face in communicating what has happened to them. Therefore, we make certain that SEND children are responded to carefully when they have or show signs of concern.

A child exhibiting any of these characteristics may or may not be a victim of bullying. If bullying is recognised early, intervention can be successful.

Effects 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:

- Is frightened of walking to or from school
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to underperform
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Bullying other children or siblings
- Stops eating
- Frightened to say what's wrong
- Gives improbable excuses for any of the above
- Afraid to use the internet or mobile phone
- Nervous and jumpy when a cyber-message is received

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

Bullying can also damage those who bully, who learn that they can get away with violence, and that aggression and threats can be an effective way to control people. It can also affect their own self-esteem and self-worth.

Preventative Work

At Elloughton Primary School we aim to create an ethos of good behaviour where pupils and staff treat each other with respect.

- We use a restorative approach to address bullying behaviours; pupils are assured that they will be listened to and that any incidents reported will be dealt with sensitively and effectively. We use circle time to discuss concerns and restoratively address conflict.

- Our Moral Compass Values are clearly displayed in school and regularly referred to in class and assemblies.

- During assemblies we celebrate differences and promote mutual respect for one another.
- Every adult explicitly reinforces our expectations 'Be Kind, Be Ready, Be Safe' throughout school.
- Books/literature are used to educate pupils. For example, the author Todd Parr covers inclusion in a child friendly and highly engaging way, and BAMBE, BME and LGBTQ+ books are also accessible.
- PSHE lessons develop self-esteem, confidence and self-worth in all pupils and we enable them to develop good relationships with peers.
- Regularly gather Pupil Voice so that the views of the children are understood.
- We ensure all children are aware of what bullying is and encourage them to report any incidents to an adult. We work with external agencies to ensure we are effectively supporting victims and perpetrators.

Response to Bullying

Incidents of bullying should be reported to the class teacher of the children involved. A single incident may form part of a pattern, and the class teacher is in an ideal position to identify patterns of behaviour.

The class teacher will listen carefully to each child's uninterrupted account of what happened. This includes accounts given by witnesses. It must be emphasised that witnesses should have seen what happened, not just heard about it. This will be recorded on CPOMS.

In the case of a serious incident, or if it has happened before, the matter should be referred to the Headteacher and/or Deputy Head, they will decide on the action to be taken such as support for the victim and/or the bully.

Our school actively promotes equality and cohesion and therefore operates a zero tolerance approach to all forms of bullying and prejudiced related incidences.

Outcomes and Monitoring

Pupils found to have been bullying will be sanctioned by the school. This will be part of a graduated response and will include one or more of the following:

i. Internal exclusion from break times
ii. Internal exclusion from the classroom
iii. Suspension
iv. Permanent exclusion

· The bully (bullies) may be asked to genuinely apologise. Consequences will be in place in relation to the school's behaviour policy.

· If possible, the pupils will be reconciled through a circle of repair.

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

· Parents will be informed of any outcomes and progress.

Monitoring and Review

The Anti-Bullying Policy will be monitored and reviewed regularly to ensure it remains effective and compliant with guidance from the Department for Education and relevant safeguarding legislation. The Headteacher and designated safeguarding lead (DSL) will have overall responsibility for overseeing the implementation of the policy, including analysing behaviour and bullying incident records, reviewing patterns or trends, and evaluating the effectiveness of preventative measures and interventions. Pupil, parent/carer and staff voice will be gathered where appropriate to inform ongoing improvements. The Governing Body will receive regular updates on bullying incidents and actions taken. The policy will be formally reviewed every three years, or sooner in response to changes in statutory guidance, local authority advice, or identified school needs, and any amendments will be communicated to staff, pupils and parents/carers.

Adoption, Approval, Sign Off

Signed	**Rebecca Brammall**
On behalf of	**FGB**
Date	**Spring Term 2026**

Document Control

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