Stoneferry Primary School School



Anti-Bullying Policy

To be reviewed – Spring 2027

INTRODUCTION

At Stoneferry Primary School, we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex or sexual orientation. We embrace the individuality of every member of our community and fully comply with the Equality Act 2010.

Our school values, Resilient, Responsible and Respectful, underpin our commitment to providing a safe, supportive and nurturing environment. Bullying of any kind prevents children from feeling safe and secure and will not be tolerated.

All pupils have the right to learn in an environment free from fear, intimidation or harm. Known incidents of bullying will be responded to promptly and effectively. The school actively works to counteract the effects of bullying within school and in the wider community.

The ethos of Stoneferry Primary School fosters high expectations of excellent behaviour, and any behaviour falling below these expectations will consistently be challenged.

Safeguarding Team

Head of School	Jane Havercroft
Designated Safeguarding Lead	Rebecca Sykes
Deputy Safeguarding Lead	Jane Havercroft
E-Safety Lead	Natalie Elton
Designated Governor for Child Protection and Safeguarding	Rachael Uney
Behaviour Lead	Sarah Weston
SENCO	Sarah Weston

OBJECTIVES OF THIS POLICY

This policy outlines what Stoneferry Primary School will do to prevent and tackle bullying. It has been developed with the involvement of pupils, staff, governors and parents.

- Ensure pupils fully understand what bullying is — and what it is not.
- Demonstrate a zero-tolerance approach to bullying.
- Instil in children that bullying is unacceptable and all concerns will be taken seriously.
- Provide a safe and secure environment where everyone can learn without anxiety.
- Ensure a consistent, whole-school response to bullying, whenever and wherever it occurs.
- Make clear the responsibilities of all members of the school community in eradicating bullying.

- Reassure pupils that they will be listened to and supported.
- Deal effectively with all incidents of bullying.
- Work collaboratively with parents, carers and pupils to prevent bullying.

OUR SCHOOL COMMUNITY COMMITMENT

- Discuss, monitor and review our Anti-Bullying Policy regularly.
- Promote positive relationships to prevent bullying and intervene early.
- Ensure pupils feel safe, supported and able to report concerns.
- Respond to parents' concerns promptly and effectively.
- Learn from good practice and work with external agencies when appropriate.

DEFINITION OF BULLYING

Bullying is defined by the DfE as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual either physically or emotionally."

Bullying includes (face-to-face or online):

- Name-calling, taunting, mocking or making offensive comments;
- Physical aggression (e.g. pushing, kicking, hitting), or taking/damaging belongings;
- Offensive graffiti;
- Excluding individuals from groups;
- Spreading hurtful or untruthful rumours;
- Cyberbullying through any digital device or platform (messages, social media, images/videos).

Bullying is not:

- Falling out with friends or choosing to play with someone else;
- Arguments or isolated acts of unkindness;
- One-off jokes or teasing;
- Accidental bumps;
- Expression of personal opinions (unless targeted, repeated or offensive).

TYPES OF BULLYING

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic, Biphobic and Transphobic (LGBTQ+)	Bullying because of, or relating to, sexual orientation, gender identity or perceived sexual orientation or gender identity.
Direct or indirect	Verbal name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	Social media misuse, messaging apps and online gaming platforms. Misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles.

We recognise that children with SEND may be more vulnerable and may find it harder to report incidents. We take particular care to ensure their voices are heard and that support is tailored to their needs.

PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING

At Stoneferry Primary School, we actively promote a culture of mutual respect, responsibility and resilience. We aim to identify and challenge all forms of prejudice-driven bullying and ensure that pupils develop the social and emotional skills needed to build positive relationships and respond to difficulties effectively.

Pupils, staff and parents can raise concerns in a variety of ways, and we reinforce our anti-bullying message through the curriculum, assemblies, PSHE, the Jigsaw programme and whole-school displays. As technology evolves, we continue to teach pupils how to behave safely and responsibly online.

All staff receive training to help them recognise and respond to bullying, and concerns are recorded carefully to inform our preventative work. We provide safe spaces and nurture opportunities for vulnerable pupils and promote restorative approaches where appropriate. We also work with external agencies when additional support is required. Celebrating positive behaviour and achievements is central to building a strong and inclusive school ethos.

Stoneferry Primary School uses a wide range of preventative strategies, including Jigsaw, PSHE, Circle Time, Anti-Bullying Week, clear behaviour expectations, friendship and social-skills support, and enhanced supervision in key areas. Our curriculum celebrates diversity and reflects our school values. Additional support is provided for vulnerable pupils, and pupil voice is

encouraged through the School Council and peer support. Healthy Schools initiatives and well-planned Year 6 transition procedures further strengthen our whole-school commitment to wellbeing.

PERPETRATORS AND VICTIMS

Bullying takes place where there is an imbalance of power of one person or group over another. This can arise from size, strength, number of individuals involved, social status, or anonymity (e.g. online). Staff will remain vigilant and will not wait to be told before raising concerns or dealing with matters directly. Some children, including those with SEND, may be unaware that they are being bullied or may find it difficult to report concerns; we take particular care to listen and respond sensitively.

POSSIBLE SIGNS OF BULLYING

Staff and parents/carers should be aware that a child experiencing bullying may display changes in behaviour or wellbeing. These may include:

- Becoming withdrawn, anxious or lacking in confidence;
- Reluctance to attend school or participate in normal activities;
- Changes in friendship groups;
- A decline in academic performance;
- Frequent complaints of illness or requests to go home;
- Damaged or missing belongings;
- Unexplained injuries;
- Changes in eating or sleeping patterns;
- Becoming unusually aggressive, upset or distressed;
- Reluctance to use technology or becoming upset after using electronic devices.

These signs may indicate other concerns as well as bullying. However, any concerns should be taken seriously and investigated appropriately.

INVOLVEMENT OF PUPILS

- Regularly gather children's views on the extent and nature of bullying.
- Ensure all pupils know how to express worries and anxieties about bullying.
- Ensure pupils are aware of the range of sanctions that may be applied.

- Involve pupils in anti-bullying campaigns and embed key messages across the curriculum.
- Publicise helplines and websites to signpost further support.
- Offer support to pupils who have been bullied and to those who have bullied to address underlying issues.

REPORTING CONCERNS

At Stoneferry Primary School, pupils are encouraged to report any concerns about bullying, whether they are experiencing it themselves or have witnessed it happening to someone else.

Pupils can seek support from:

- Their class teacher;
- Any trusted member of staff;
- A member of the Safeguarding Team;
- The Behaviour Lead;
- The SENCO;
- School Council representatives;
- A parent or carer.

We promote a culture where speaking out is encouraged and pupils understand that reporting concerns is responsible and helps to keep everyone safe.

Pupils are also encouraged to be active bystanders. Remaining silent can allow bullying to continue, whereas reporting concerns enables staff to provide support and take appropriate action.

LIAISON WITH PARENTS AND CARERS

- Provide key information (including policies and named points of contact) in accessible formats.
- Ensure parents/carers know who to contact if they are worried about bullying.
- Encourage parents/carers to contact the school immediately if they believe their child may be experiencing bullying or displaying bullying behaviours.
- Where appropriate begin a Bullying Log tracking actions and outcomes, alongside comprehensive CPOMS records.
- Keep parents/carers informed throughout any investigation and make clear how to use the school's Complaints Procedure if required.
- Signpost independent advice and support as appropriate.

BULLYING OUTSIDE SCHOOL PREMISES

Headteachers have a statutory power to discipline pupils for poor behaviour outside the school premises (Section 89(5), Education and Inspections Act 2006). This includes bullying on school or public transport, outside local shops, in the community and online. Where bullying outside school is reported to staff, it will be investigated and acted upon. The Head of School will consider whether to notify the police. If the behaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

SEXUAL HARASSMENT

Sexual harassment is unwanted conduct of a sexual nature and will never be tolerated or dismissed as "banter". It can violate a child's dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Vulnerable groups include girls, LGBT+ pupils, children perceived as LGBT, and pupils with SEND.

Sexual harassment includes:

- Sexual comments;
- Sexual "jokes" or taunting;
- Unwanted touching or physical behaviour of a sexual nature;

Online conduct of a sexual nature (including sending/receiving sexual content).

Any reports of sexual harassment at Stoneferry Primary School will be taken seriously and addressed in line with safeguarding procedures and the school's Behaviour Policy. Appropriate sanctions will be applied.

SCREENING, SEARCHING AND CONFISCATION

In line with the Education Act 2011, staff may search electronic devices without consent if there is reasonable suspicion that the device may be used to:

- Cause harm,
- Disrupt teaching,
- Break school rules,
- Commit an offence,
- Cause personal injury, or
- Damage property.

RESPONDING TO BULLYING INCIDENTS

- All reported incidents of bullying are taken seriously — staff always listen and always act.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or by the relevant class teacher/Phase Leader.
- All children involved, and witnesses where appropriate, will be spoken to. Clear, factual accounts will be recorded and shared with relevant staff.
- Parents/carers of those involved will be informed and kept updated on actions and outcomes.
- Support will be provided for the pupil who has experienced bullying, and appropriate, proportionate sanctions and support will be put in place for the pupil who has bullied.

RECORDING OF BULLYING INCIDENTS

All incidents are recorded on CPOMS. Confirmed cases of bullying are logged, monitored over time and reviewed to ensure that actions are effective. Relevant staff and parents/carers are informed to ensure vigilance and to prevent further incidents.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an appropriate member of staff;
- Providing reassurance and ongoing support (1:1 or small groups);
- Helping to restore self-esteem and confidence.

Pupils who have bullied will be supported and challenged by:

- Discussing what happened and why the pupil became involved;
- Establishing the impact and the need to change behaviour;
- Informing parents/carers to help support change;
- Where appropriate, seeking advice or guidance from external agencies (e.g. Children's Social Care, local PCSO, Emotional wellbeing Support Service, Primary PRU).

SANCTIONS AND SUPPORT

Where necessary, the full range of sanctions within the Behaviour Policy may be used, including:

- Loss of social time at break and/or lunchtime
- Loss of extra-curricular clubs or other privileges;
- Removal from trips/visits away from the school site;
- Daily report card;
- Regular meetings with the Head of School (Mrs Jane Havercroft) or Assistant Headteacher (Mrs Rebecca Sykes);
- Regular meetings with parents/carers;
- Support from the Behaviour Support Service or other external agencies;
- Fixed-term exclusion;
- Permanent exclusion (as a last resort).

Pupils at risk of exclusion will have a Multi Element Plan (MEP) with clear expectations and small-step targets. School and home will work closely together; external support will be sought as necessary. Success will be celebrated and progress shared with parents/carers.

MONITORING AND REVIEW

The effectiveness of this policy will be monitored through:

- Analysis of CPOMS records and bullying logs;
- Pupil voice activities and surveys;
- Feedback from parents/carers;
- Behaviour and safeguarding data;
- Governor monitoring and review activities.

This policy will be reviewed annually by the Senior Leadership Team and Governing Body, or sooner if legislation or local circumstances require.

LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

To be read in conjunction with:

- Safeguarding Child Protection Policy
- Behaviour Policy
- E-Safety Policy and Acceptable Use Policy for Students
- Attendance Policy
- Complaints Procedure
- SEN Policy
- Supporting Children with Medical Needs Policy
- Physical Intervention Policy

LINKS TO LEGISLATION

- Keeping Children Safe in Education (current edition)
- Education and Inspections Act 2006; Education Act 2011
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997

- Malicious Communications Act 1988
- Public Order Act 1986
- Computer Misuse Act 1990

ROLES AND RESPONSIBILITIES

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy;
- Governors, the Head of School, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it consistently;
- The Head of School to communicate the policy to the school community and ensure disciplinary measures are applied fairly, consistently and reasonably;
- All staff to support and uphold the policy;
- Parents/carers to support their children and work in partnership with the school;
- Pupils to abide by the policy.