

# Anti-Bullying Policy

## Ecclesfield Primary School



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This policy has been developed and implemented in consultation with the whole school community including, parents/carers, staff, governors and partner agencies.

*Ecclesfield Primary School acknowledges the assistance of North Lincolnshire County Council in providing content in this document.*

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# INTRODUCTION

***Bullying is anti-social behaviour and affects everyone; it is unacceptable.***

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch or children who could be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No child, irrespective of race, disability, sexual orientation or religious beliefs, should have to accept this type of behaviour. We are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. Only when all issues of bullying are addressed will a child best be able to benefit from the opportunities available at Ecclesfield Primary School.

## Legislation and statutory requirements

This policy is based on the Department for Education's statutory guidance [Keeping children safe in education 2025](#) and [Working Together to Safeguard Children](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
  - Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
  - [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).
- Sheffield Safeguarding Policies, procedures and guidance

<https://www.safeguardingsheffieldchildren.org/sscb/education/guidance>

## Documents used in preparing this policy

- Relationship and Health Education (RHE) Scheme of Work
- Bullying no way AU
- Bully Busters
- Tackling bullying in schools A mapping of approaches A summary based on a literature review by the Anti-
- Bullying Alliance research group at Goldsmiths College, University of London,
- Safe to Learn DCSF
- Sheffield Safeguarding policies and procedures
- KCSIE
- Sexual Violence and Sexual Harassment between Children in schools and Colleges
- Online Safety Policy
- Preventing and Tackling Bullying
- Behaviour Policy
- Complaints Policy
- GDPR Policy
- RSHE Policy

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Aims

This policy aims to outline what Ecclesfield Primary School will do to prevent and tackle all forms of bullying. Ecclesfield Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Ecclesfield Primary School aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards

to behaviour management

# What is bullying?

- Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.
- Bullying is repeated over time. (Several Times On Purpose)
- Bullying makes those being bullied feel powerless to defend themselves.

## Why are we against bullying?

‘Every Child Matters’ .....because:

- everyone has the right to feel welcome, secure and happy
- we should treat everyone with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone
- Bullying of any kind is unacceptable at our school.

In order to support this, at Ecclesfield Primary School we aim to ensure all members of our school community follow these expectations:

### *Ecclesfield Expectations in Behaviour*

1. We will **follow instructions** first time
2. We will be **kind**; using kind words and kind actions
3. We will **respect** everybody and everything including ourselves
4. We will be **good learners** together
5. We will be honest

*Everyone and everything matters at Ecclesfield*

## What types of bullying are there?

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Verbal (direct or indirect)	Name calling, sarcasm, spreading rumours, teasing
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>Racial</li> <li>Faith-based</li> <li>Gendered (sexist)</li> <li>Homophobic/bi-phobic</li> <li>Transphobic</li> <li>Disability-based</li> <li>Gendered (including sexist and sexual bullying)</li> </ul>	<ul style="list-style-type: none"> <li>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)</li> <li>Homophobic, bi-phobic and transphobic (because of, or focussing on the issue of sexuality) (because of, or focusing on the issue of sexuality)</li> </ul>
Sexual	<ul style="list-style-type: none"> <li>Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching</li> <li>*Sexual (unwanted physical contact or attention, sexually abusive comments, sexual violence, sexual harassment, explicit sexual remarks sharing of nude/semi-nude images)</li> </ul>
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Extortion	Demanding money/goods with threats
Child on child abuse	Abuse from another child, intending to physically, sexually or emotionally hurt others children. (This might include physical, emotional, cyber bullying, gender-based violence, sexual harassment, sexual assaults and sharing of nudes and semi-nude images)

## Sexual violence and sexual harassment between children in schools and colleges

\* sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- up skirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff should be aware that children can abuse other children (often referred to as Child-on-Child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. (see appendix for more information on child-on-child sexual violence and sexual harassment)

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

## **How does bullying occur?**

Bullying can be direct, or it can be indirect. It can be overt and covert.

## **Where can bullying occur?**

At home, school or outside clubs/groups

## **What are the signs and symptoms of bullying?**

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route
- 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 (school phobic/ school refusal)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning

- Performance in schoolwork begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

### **AS A SCHOOL, TO COMBAT BULLYING WE CAN:**

- Organise our school in order to minimise opportunities for bullying e.g. provide increased supervision at problem times.
- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Stress firmly that all stakeholders - children, parents, staff and governors - have a responsibility to challenge bullying.
- Review the School Anti-Bullying Policy and its degree of success.
- The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, SEND needs etc
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. Provide an 'open' listening approach to encourage children who are being bullied to confide in their class teacher or other member of staff without fear of recrimination. This includes a review of what friendship really is.
- Encourage pupils to treat everyone with respect.
- Treat bullying as a serious offence and take every possible action to eradicate it from our school.
- Build the confidence of quiet, shy or 'different' pupils who may become victims. Recognise that certain children have the potential to become victims (e.g. EAL, SEND, physical differences, lower income families)
- Staff who suspect that bullying is occurring will monitor all pupils involved closely by alerting all staff across school, encouraging the child to come forward, providing other means for the children to alert staff to a potential bullying situation

### **What causes Bullying?**

People bully for different reasons.

The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people



- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

## **Bystanders**

A bystander is a person who does not become actively involved in a situation where someone else needs help (Clarkson 1996) and in this way is understood to be a passive observer who stays on the “sidelines” and does not intervene or get help, even if someone needs it. Though they do not actively participate, they encourage the perpetrators who may feel driven on by the audience.

### **How can bystanders help when tackling bullying behaviour?**

Research has clearly demonstrated that bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying, alongside reactive strategies to deal with bullying incidents when they occur. The risks of encouraging children to intervene in bullying situations must also be acknowledged.

### **Why is it important to respond to bullying?**

#### **Bullying Hurts!**

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

**Our school will respond promptly and effectively to reported incidents of bullying**

## **Whole school approach**

**It is generally recognised that taking a whole school approach to tackling bullying is the best way to reduce incidents and promote an environment where bullying is not acceptable.**

### **School Level**

- Pupil Voice discussions
- School focus week on bullying
- RHE scheme of learning to support education and understanding by all
- Appropriate supervision at playtimes and lunchtimes
- Attractive school environment/playground
- Opportunity for parents to meet staff
- Teacher groups for anti-bullying, pro-social work in school

- Pupil Voice groups giving children a voice in school matters
- Learning Mentor and Family Liaison Officer working with families and individuals
- Trauma Informed approach across school

### **Class Level**

- Class rules, praise and sanctions
- Regular class meetings/assemblies
- Role playing, literature, arts
- Cooperative Learning
- Common positive class activities
- Class meeting teacher – parents/children
- Daily opportunities to speak to school staff by pupils and parents
- Discussions around trusted adults, who they are and why/when we can speak to them

### **Individual Level**

- Serious talks with all children involved
- Serious talks with all parents involved
- Behaviour plans / charts in place as appropriate
- Help from 'neutral' students
- Help and support for parents
- Discussion groups for parents of all children involved
- Change of class or school as a last resort

**Pupils at Ecclesfield Primary School can feel confident that member of staff will listen to their problem.**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their class teacher or member of staff of their choice (trusted adult)
- Reassuring the pupil
- Offering continuous support
- Creating a plan together
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved

- Establishing the wrongdoing and need to change
- Informing parents or guardians to help change the attitude of the pupil

## Bullying outside school

We understand that bullying behaviour can take place on the way to and from school or in the wider community, and this can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day; including when they are at home. Therefore, we act to prevent and respond to bullying outside of school as far as we are able to. We may seek support from the Police and or the Police Community Support Team to help us to do this effectively.

## Reporting

SLT record bullying incidents on CPOMS alongside bespoke sheets for racist and homophobic/transphobic/bi-phobic behaviours. (Please also see Behaviour Policy). Bullying incidents are reported to the governing body once per term.

## Monitoring

Patterns of bullying alongside different categories of bullying are monitored. (Please also see Behaviour Policy)

## Evaluation

Where appropriate additional support is requested from other external agencies such as MAST to support behaviour improvements.

## Complaints

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the EHT (Louise Chadwick) and then if still not satisfied, the Chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## Review

The EHT/HOS monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body and staff review this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## GDPR

The information gathered for the purposes of monitoring bullying incidents will be used solely for this purpose.

It will only be accessible to school staff involved with dealing with any bullying incidents and accessible to relevant parents and carers.

The data will be shared when a child moves to a new setting.  
Records will be held on the school CPOMS system.

# Responses to Bullying

## Anti Bullying PATHWAYS OF HELP

Child is bullied

### Step 1

**Pupil personally approaches:**

- Buddy/Friend
- Peer Mediator/Playground friend
- Class Teacher/Class teaching assistant
- Learning Mentor
- TIPUK practitioner
- Admin staff /Office staff
- MDSAs/Lunch staff
- Exec Head/ Head of School
- Class feelings box

### Step 2

Pupil meets with class teacher and SLT

Discussion on the facts to ensure the incident is of a bullying nature

Suggested ways forward

Parents may be informed (depends on the circumstances - age, incident, previous history)

Short review time

### Step 3

EHT /Member of SLT leads a discussion/interview with all parties

Parents informed and invited in to discuss issue with HT suggested and agreed actions/strategies developed into personal behaviour plan

Short review time

**Step 4**

EHT or member of SLT directs to a variety of help strategies delivered by 'trained' personnel eg.

- Mediation/counselling
- Trauma Informed Practitioner (TIPUK)
- Anger management training & self help
- Peer Mentor/Buddy support
- Circle of Friends
- External Agencies -via MAST form/CAF form/PIU/Educational Psychologist

**Step 5**

Executive Headteacher and Chair of Governors and inform/seek advice from LA Head of Inclusion services

Fixed-term suspension considered

## Support Agencies

**Anti-bullying Alliance** - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

### **Kidscape**

[www.kidscape.org.uk](http://www.kidscape.org.uk)

02077303300

**Childline** – advice and stories from children who have survived bullying

08000 1111

### **Bullying on line**

[www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus** – advice and links for parents [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

08088002222

### **Parents Against Bullying**

01928 576152

### **Useful sources of information**

**Stonewall** - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. [www.stonewall.org.uk](http://www.stonewall.org.uk).

**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site

[www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

# Strategies to use in class and in school

## UNICEF

The United Nations International Children's Emergency Fund (UNICEF) 'Rights Respecting Schools' award is another popular approach to ensuring positive relationships in the school community, teaching and demonstrating 'a rights-respecting guide to living'. It is built on the principle that the quality of school life will improve if children and young people learn what their rights and responsibilities are and how to put these into action.

For more information, visit [www.unicef.org.uk/rrsa](http://www.unicef.org.uk/rrsa).

## Circle time

Circle time can be used during sessions as a way of encouraging children and young people of all ages to reflect on their relationships with one another, along with their individual thoughts and feelings. It can also be used to encourage problem solving within the class as a team.

For more information on circle time, visit <http://www.circle-time.co.uk/>

## Peer support and Peer Mediation

Peer mentoring programmes are becoming increasingly popular in many primary and secondary schools. This method directly involves children and young people in supporting an environment where all children feel safe and feel they have someone they can talk to.

Support is available for peer mentoring initiatives through various government-funded peer support pilot projects.

For further details of these projects and to find out whether they operate in your area, please contact:

[CHIPS programme](#) (Childline/NSPCC)

[Cybermentors](#) (from Beatbullying)

Mentoring and Befriending Foundation