



The Federation of Bishop Sutton and Stanton Drew Primary Schools

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Federation of Bishop Sutton and Stanton Drew Primary Schools

ANTI-BULLYING POLICY

Aim

We are committed to working with children, staff, governors and parents/carers to create a robust anti-bullying culture within our schools.

Our schools are a place where everyone has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at school is equal and is expected to treat each other with respect and kindness. We aim to create an environment where pupils can grow and flourish without fear. All pupils have the right to be safe in and out of school and to be protected when they are feeling vulnerable.

Bullying of any kind is unacceptable and will not be tolerated in our schools. The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a school community to do all that we can to prevent and tackle bullying, harassment and discrimination. We want to ensure that children and adults learn and work in a supportive, caring and safe environment, without fear of being bullied.

We actively promote the value of respect and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and prepare them for life in the 21st Century global community.

We define bullying as:

Bullying is repeated unkind behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Bullying may constitute a form of child-on-child abuse and will be responded to in line with the school's safeguarding procedures where appropriate.

Bullying is not the same as conflict which comes from a place of anger or upset and is not always the same as 'teasing'. Bullying comes from a cold place and is behaviour intended to cause harm. Bullying is a deliberate intention to hurt or humiliate where there is a power imbalance that makes it hard for the victim to defend themselves; bullying is usually persistent. To help children understand this, we teach them to understand the three feeling colours of red, orange and blue. A hot feeling comes from a place of anger (red), a warm feeling comes from a place of warmth and liking someone (orange), a blue feeling comes from a cold place where there is an imbalance of power and the actions are deliberate and often repeated. It is also likely that the bully shows no remorse and makes no effort to solve a problem. We also use the acronym STOP (Several Times on Purpose) to help all children understand the process.

We believe that:

- All bullying is unacceptable, irrespective of how it happens and/ or what justification is given
- All incidents of bullying will be investigated at the school will take action where necessary, supporting both the victim and the bully at all times
- All incidents of bullying must be taken seriously and the school will consider the needs of all of those affected by bullying
- Children and adults who bully must be held to account for their wrongdoing, but will need support to change their attitudes and behaviour
- Accountability will be sought in all incidents of bullying, seeking identification of wrongdoing and supporting the repairing of harm done through a solution based approach
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times
- Everyone in our school has a responsibility to respond promptly and efficiently to all instances of bullying
- We must communicate with parents/ carers regarding any concerns about bullying and deal promptly with concerns/ complaints
- All of our children must feel safe and confident that any reported incidents will be dealt with effectively by all responsible adults
- It is important to focus on preventing bullying behaviour within the school community

Who is bullied?

Anybody can be subject to bullying at any time in their life. It is not only something that affects children and young people. A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help.

Children who are most at risk of being the victims or perpetrators of bullying may be those who:

- Are in foster care or residential homes
- Have specific special educational needs (especially on the autistic spectrum)
- Have a disability or impairment
- Are from minority ethnic backgrounds refugees
- Are refugees or asylum seekers
- Start a school or activity group mid term
- Are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning their gender or sexuality
- Speaks a first language other than English
- Are young carers
- Have suffered bereavement
- Have suffered domestic violence
- Have experiences physical or emotional trauma
- Have social/emotional issues
- Have a parent that was the victim of bullying
- Are 'low ability' or 'high ability'/talented

Method of bullying

Physical aggression: hitting, kicking, tripping, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods

Verbal: name calling, insulting, mocking, taunting, gossiping, secrets and threats. References to upsetting events such as bereavement, divorce, being in care

Non-verbal: staring body language, gestures

Indirect: excluding, ostracising, spreading rumours, story-telling, emails, chat rooms, messaging on mobile devices, inappropriate gestures

Cyber: (a type of indirect bullying): text messaging, the inappropriate use of social media and apps, the misuse of photos or videos, emails

Where cyberbullying involves sexual content, threats or exploitation, this will be treated as a safeguarding concern and managed in line with the school's safeguarding procedures.

The Federation recognises that some acts of bullying may constitute criminal offences and in these cases other organisations will be contacted (e.g. the Police, Facebook, Social Care, South West grid for learning etc.)

Types of bullying (can include):

Racist and faith based – name calling, derogatory assumptions or generalisations about race, culture, religious faiths or beliefs

Sexual orientation – homophobic, transphobic or biphobic – based on actual or perceived sexual orientation, and can include name calling, exclusions, graffiti etc

Appearances – based on weight, size, hair colour, unusual or distinct physical characteristics

Sexual – touching, exhibitionism, voyeurism, sexual propositioning, verbal personal comment or communication of sexual desires

Disability – name calling, exclusion, mimicking, physical overpowering

Health – based on physical or mental conditions

Income based – of living on a low or high income

Transgender – based on perception of gender identity

Caring responsibilities – name calling, negative assumptions about a young carer

Related to home or personal circumstances

Roles within Bullying

Different roles within bullying have been identified:

- Those relying on social power, dominating others, often with group support (**ring leader**)
- Others joining in and therefore afraid of ring leader (**associates**)
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (**bystanders**)
- Those who try to stop bullying (**defenders**)

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definitions of bullying. It will be challenged by all staff and recorded and monitored using the CPOMS system. Where appropriate, follow up actions and sanctions will be taken. Staff are expected to challenge and record the casual use of derogatory language

Possible Indicators of Bullying:

- disturbed sleep
- bed wetting
- head and stomach aches
- problems with concentration
- changes in behaviour or attitude
- truanting
- bullying other children
- damaged or missing clothing/money/property
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it difficult to articulate their feelings
- changes in eating patterns
- changes in online activity
- shows evidence of self-harming
- is unusually tired without reasonable explanation
- has unexplained bruises or marks on their body
- repeatedly comes to school without a packed lunch

- is frightened of walking to or from school
- seems afraid to be alone or does not want to go outside at play times or lunch times
- requires more adult interaction than usual

All staff should be aware of these indicators and report promptly any suspicions of bullying to the appropriate person (usually the classteacher in the first instance); in some cases the matter will be referred the SLT

To prevent bullying in our school

We will develop a wider curriculum to ensure:

- all members of the school community feel listened to and valued through the integration of restorative approaches into all areas of school life
- all children are clear about the roles they can play in preventing bullying including the role of bystanders
- recruit and train anti-bullying ambassadors in Upper KS2 and have named staff and governor anti-bullying ambassadors
- a climate exists where bullying and violence are not tolerated
- develop peer support systems to prevent and respond to bullying
- promote safe play/ social areas
- audit our site regularly to establish that children feel safe especially in known vulnerable areas
- ensure that staff model positive relationships at all times
- train all staff to identify and address bullying
- Hold an annual anti-bullying week and anti-bullying initiatives throughout the school year, including anti-bullying pupils leaders

What is bullying?

Bullying is: ‘the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or online.’ (Anti-Bullying Alliance)

Bullying at Bishop Sutton and Stanton Drew is considered to be, “unacceptable behaviour which occurs ‘**several times, on purpose**’. Parents should be aware that we often use “**STOP**”– **Several Times on Purpose** (ChildLine) to help children recognise behaviour that might be bullying.

Principles and Values.

At Bishop Sutton and Stanton Drew we are committed to providing a caring, friendly and safe environment for all of our pupils. We want all members of our community to value others and themselves. We recognise that it is only when children feel safe that they will be able to thrive and learn. Bullying of any kind is unacceptable at our school but we recognise that there will be incidents of bullying from time to time because children are young, and make mistakes. If bullying does occur, all pupils should be able to tell a trusted adult and know that incidents will be dealt with promptly and effectively.

We are a TELLING and listening school. This means that anyone who knows that bullying is happening is expected to tell a member of staff.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear or apprehension.

At Bishop Sutton and Stanton Drew every allegation of bullying will be taken seriously. Where, after investigation, we find that an incident cannot be defined as bullying, it will be dealt with under our behaviour policy.

Objectives of this Policy:

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.
- To clarify for all pupils and staff that all bullying is wholly and always unacceptable.
- To demonstrate to all that the safety and happiness of pupils is paramount.
- To promote an environment and ethos where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To promote positive attitudes in pupils
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures to prevent, deal with and report bullying through regular training.
- To support parents in how we deal with incidents of bullying and how they raise issues with bullying.
- The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying

What types of bullying are there?

Bullying can encompass a variety of behaviours. These can be categorised in the following ways and may also be investigated as possible forms of child on child abuse:

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing, threatening, telling tales with express purpose of causing trouble)
- Non-verbal (intimidation by 'looks' and gestures)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Online (all areas of internet, email and social networking sites misuse. Mobile threats by text messaging and calls. Misuse of associated technology ie: camera, video, iPad and games consoles facilities including those on mobile phones.
- Sexual harassment (including cyberbullying, prejudice-based and discriminatory bullying)
- Race (racial taunts, graffiti, gestures)
- Gender Identity (Sexual orientation, sexism, or sexual bullying, homophobia)
- Religion
- Culture
- SEN/ disability
- Indirect (stealing, damaging belongings, targeted graffiti)
- Home circumstances, including Young Carers and poverty (This is not an exhaustive list and new types of incidents regularly emerge)

Why it is important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who display bullying behaviour should be supported in learning different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying. At Bishop Sutton and Stanton Drew, we will tackle bullying through both preventative and restorative strategies.

Preventative Strategies:

We aim to foster a clear understanding that bullying, in any form, is not acceptable. This will be done by:

- Ensuring that this policy is put into practice. We will also regularly raise awareness of the policy with staff, children and parents. The school will then become a safer and happier environment, with consequent improvements in attitudes, behaviour, and relationships and with a positive impact on learning and achievement.
- Staff promoting and praising positive and supportive behaviour by celebrating the behaviour that we want children to show to each other.
- Delivering a curriculum which develops empathy and emotional intelligence and promotes self-esteem and resilience.
- Creating and supporting a culture of mutual respect, consideration and care for others.
- Raising awareness of bullying throughout the whole school community.
- Publicly acknowledging that our school considers bullying to be unacceptable and is committed to dealing with it.
- Ensuring pupils, parents and carers understand that any incidents of bullying will be treated seriously and dealt with immediately.
- Providing staff with opportunities to attend relevant training. School-wide and classroom strategies may also include:
 - Writing a class contract together.
 - Signing the class contract.
 - Participating in Anti-Bullying Week activities.
 - E safety/ Keeping safe family days
 - Using weekly JIGSAW lessons in PSHE to develop affiliation.
 - Activities linked to preventative strategies as part of the school's SRE programme.
 - Having discussions about bullying and why it matters during 'Circle-Time' or in response to specific incidents of bullying.
 - Holding assemblies with a specific anti-bullying theme.
 - Inviting guests into school to present to children on anti-bullying themes.
 - Discussions during School Council meetings with bullying intervention group.
 - Heightening an awareness of language which supports prejudice-based bullying and thus discouraging its use.
 - Older/younger peer mentoring at playtimes
 - Staff will reinforce expectations of behaviour as a regular theme in line with our school's curriculum and values
 - Staff induction and training sessions
 - Use of Zones of Regulation to help children understand emotional responses restorative strategies. Restorative strategies are designed to stop specific cases of bullying; to care for and support those who have been bullied and to address the behaviour of those doing the bullying. These are outlined in the rest of this policy.

If a child feels they are being bullied:

We will regularly remind children that it is important to share their concerns if they feel that they are being bullied. There are several procedures that children are encouraged to follow (not hierarchical):

- Is it STOP (Several Times On Purpose) and from a 'cold' place?
- Tell a friend
- Tell a school council rep or anti-bullying ambassador
- Tell a teacher or trusted adult
- Write your concern down and post in the class Worry Box
- Tell a parent or adult at home
- Discuss it as part of your PSHE/Jigsaw time
- Phone Childline and follow the advice given

In school we use STOP (Several Times on Purpose) as well as STOP (Start Telling Other People). To differentiate between the two we use a simple colour code

STOP (Several Times on Purpose) blue

STOP (Start Telling Other People) green

Children who have experienced bullying

Children who have been bullied will be offered reassurance that their concerns about bullying will always be taken seriously and will be acted upon promptly, and that any action taken will not make their situation worse.

Dealing with an incident

If there is a discriminatory element to the bullying, the Headteacher/Deputy Head must be informed immediately. The incident may be reported to the Local Authority using the Serious Equality Incident Report Form (SEIRF).

Staff will record all reports of bullying and actions on CPOMS (bullying concern and action taken), regardless of whether or not the investigation establishes that bullying has or has not occurred on this occasion.

A.) Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately including:

- Date and time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date and time when parents/carers were informed

It is likely that other parties will need to be interviewed and records made.

B.) Deciding upon a response

After listening to the account of the targeted child, the member of staff will discuss an appropriate course of action with them and make sure that the HT or SLT member is kept informed. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. When an incident of bullying is reported the school will make every endeavour to make a written record of this incident on the day of the incident being reported. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the Federation to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. Whilst we recognise that support needs to be given to those who carry out bullying, it is highly likely that sanctions will be used.

C.) Supporting pupils

Bullied Pupils: Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support.

Bullies: It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both bullied and bully with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

As well as supporting pupils through preventative and restorative conversations, staff will respond to incidents of bullying as outlined in the school's behaviour policy. Sanctions are determined by the nature of the bullying on a case to case basis, in accordance with the schools' behaviour management policy. Sanctions will include one or more of:

- A sincere apology to the victim verbally or in writing
- Loss of school privileges
- Loss of playtimes, lunchtimes or Golden Time
- Parents requested to discuss the matter at school with a member of the SLT
- Be withdrawn from school teams, after school clubs, or other activities
- Fixed term suspension
- Permanent exclusion

D Consulting with parents/carers

Parents will be kept informed by the relevant member of staff. He/she should contact the parents of the targeted child as well as the parents of the perpetrator(s). Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures. Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

The role of staff (responses)

In any incident of bullying, staff are aware of the following principles:

- It is important that children who experience bullying can be heard
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt
- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time or put a note in a confidential worry box in each school.
- It must be emphasised to the children that they should NEVER take the law into their own hands and should remember that physical aggression is not acceptable
- They should be reassured that the adult will try to sort out the problem as calmly as possible
- The most serious incidents are referred to the Head. Parents would be requested to come and discuss matters
- The incident would be recorded on the school CPOMS system
- Pupils will be told to always report incidents of bullying

Procedures when an incident of bullying is reported

It should be made clear that failure to deal with what can be a minor incident may well lead to more serious incidents in the future.

- Class teacher to be informed (if incident is suspected or reported to other staff members, pupils or parents)
- Incidents will be investigated and decided if bullying has occurred (STOP) or whether the situation needs more monitoring.
- Any incidents and reports of bullying will be recorded by the class teacher on CPOMs. Phase leaders and the deputy head teacher will be notified.
- Senior leaders will regularly review bullying logs, tracking and following up with children to ensure that actions taken have been effective.
- All the parties will be interviewed and a record made on CPOMs.
- If a racial element to the bullying is suspected the Headteacher must be informed immediately. This may lead to a formal report of the incident being made to the Local Authority.
- An appropriate strategy and plan of action to combat the bullying will be decided upon. Opportunities for restorative actions and possible sanctions put into place.
- Staff teaching all the children involved, including support staff and relevant SMSAs, will be informed so they may be vigilant.
 - Parents of both victim and perpetrator should be informed. If the bullying persists parents will be asked to come in to a meeting to discuss the problem and recorded on CPOMs.
- Numbers of incidents of bullying are reported to governors six times a year in order that the school is held to account for behaviour and learning.
 - In cases where it is clear that bullying has taken place, the parents of the perpetrator will be informed and asked to meet to discuss the problem. The parents of the victim will also be contacted and kept up to date.
 - Where it is clear that bullying has taken place, work will be undertaken to help the perpetrator to change his/her behaviour

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether in school or outside. Bullying can take place on the way to and from schools, before or after school hours, at clubs and other organisations or in the wider community. The nature of cyber bullying in particular means that it can happen anywhere at any time. Staff, parents, carers and children must be vigilant at all times and report bullying to the school staff so that it can be dealt with promptly and efficiently as outlined in this policy.

Advice to Parents

If you suspect that your child is being bullied at school it is vital that you inform the school so that we can investigate and take appropriate action. We cannot act on what we do not know about. Parents who are concerned that their child is involved in incidents of bullying can approach any member of staff to report their concerns – the preference would be to contact the child's class teacher in the first instance. Parents can be assured that all such reports will be taken seriously and investigated fully. Teachers will keep parents fully informed of their findings and any actions taken.

What happens next?

- The incidents will be recorded by the staff and a Senior Leader notified as outlined above
- Investigations will take place as soon as possible and any evidence gathered
- In cases where it is clear that bullying has taken place, the parents of the perpetrator will be informed and asked to meet to discuss the problem. The parents of the victim will also be contacted and kept up to date
- If necessary and appropriate, other agencies will be consulted (e.g. Police, South West Grid for Learning, Social Care)

Do not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents
- Encourage your child to 'be a bully' back

Both of these will only make the problem much harder to solve.

Consultation process, monitoring and policy review:

The Headteacher and the Senior Leadership Team will consider the reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to refining and improving the school's strategies. These reports will also enable patterns to be identified. The Headteacher will report to the governing body (via the Safeguarding Governor) as well as through the regular written reports to LGB.

This policy has been developed in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies. Further consultation will take place when the policy is reviewed in our monitoring cycle. Monitoring and evaluation of the effectiveness of this policy is an ongoing process.

Policy Review: This policy is reviewed annually.

Support agencies and source of support

www.anti-bullyingalliance.org.uk

www.kidscape.org.uk 02077303300

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1205 204

Childline – Advice and stories from children who have survived bullying 08000 1111

www.bullying.co.uk Bullying on line

www.parentlineplus.org.uk advice and links for parents 0808 800 2222
 Parents Against Bullying 01928 576152

Bullying Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

www.cyberbullying.org Advice on preventing and taking action against cyber bullying

<http://www.chatdanger.com> Information about the potential dangers online (including bullying), and advice on how to stay safe while chatting

www.thinkuknow.co.uk The Child Exploitation and Online Protection Centre (CEOP). Resources around internet safety for secondary schools Safe to Learn, Cyber-bullying, Homophobic bullying, Bullying involving Children with Special Educational Needs DCSF 2007

www.mencap.org A learning disability charity that provides information and support to children and adults as well as their families and carers

www.beatbullying.org.uk A leading bullying prevention charity in the UK providing anti-bullying resources (with information, advice and support for children, parents and professionals)

See also the Federation Behaviour and Learning Policy (including Section 11 Adult behaviour

Version Control

Date	Version	Information (What is this version, what changes have been made and why)	Approval (the approval body or individual e.g. governors, headteacher)
January 2025	1.0	Significant updates to process, including reporting mechanism, types of bullying, definition, policy objectives and review or monitoring. Shared with staff for feedback as per monitoring cycle.	LGB Jan 25
January 2026	1.2	Added child-on-child abuse safeguarding clarification after the core definition. Added cyberbullying safeguarding threshold. Added explicit DfE RSHE statutory guidance reference, Replaced SEIRF web link with clean, durable wording	LGB Jan 26

