Anti-Bullying Policy

2026 – 2027

Policy Leader / DSL / HT*	**Mr David Bailey**
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Anti-Bullying Policy

Rationale

At Primet Primary School we aim to encourage self-discipline in all children and to provide an effective environment for all children to learn and for teachers to teach through the school's positive behaviour approach. The aim of our anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. The school operates a zero tolerance approach to bullying – bullying must be challenged immediately, dealt with sensitively and in a sustained manner.

Definition

Bullying falls into two categories:

i) emotionally harmful behaviour, such as taunting, spreading hurtful rumours and excluding people from groups, or Online bullying;
ii) Physically harmful behaviour, such as kicking, hitting, pushing or other forms of physically abusive behaviour.

Behaviour constitutes as bullying if:

i) it is repetitive, wilful or persistent;
ii) it is intentionally harmful, carried out by an individual or group;
iii) There is an imbalance of power leaving the person who is bullied feeling defenceless. Bullying is anti-social behaviour and affects everyone. It can occur anywhere and everywhere; in schools, within the home and the community. It is unacceptable and will not be tolerated.

Bullying can happen face to face and online. It can take many forms including:

i) Physical (hitting, kicking, damaging belongings).
ii) Verbal (name calling, racist remarks).
iii) Indirect (spreading rumours, excluding someone from social groups).
iv) Online (sending nasty texts, e-mails, phone calls, negative comments on social media).
v) Sexual (explicit remarks, making sexual gestures, unwanted physical attention, inappropriate touching etc).
vi) Prejudicial (bullying against people with protected characteristics related to, for example, religion/faith/gender/sexual orientation etc).

Pupils must be encouraged to report bullying in school. This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it.

Child-on-child abuse including sexualised abuse

Child-on-child abuse is defined as abuse between children.

Primet Primary has a **zero-tolerance approach to abuse**, including child-on-child abuse.

Primet Primary will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. 5.34 Peer Abuse (proceduresonline.com)

All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL or Deputy DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".
Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including Onlinebullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can 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 will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.
(Please refer to Primet Safeguarding and Child Protection policy).

Roles and Responsibilities

The role of governors

- The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies. This will be done through the curriculum committee.

The role of the Headteacher

- It is the overall responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) is aware of the school policy and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body, through the curriculum committee, about the effectiveness of the anti-bullying policy on request.

- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being disciplined. Other forums would include circle time and PSHRE in a classroom as well as through SEAL activities, SMSC and British Values work.

- The Headteacher ensures that all staff, including lunchtime staff, receives information and support to be equipped to identify and deal with all incidents of bullying.

- The Headteacher sets the school climate using a positive discipline approach, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher and support staff

- All teachers have a 'legal duty of care towards pupils' and will endeavour to take reasonable steps to protect the welfare, health and safety of pupils.

- All staff in our school takes all forms of bullying seriously, and seek to prevent it from taking place. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

- Teachers record electronically any incidents that happen in their class and this is shared with the relevant school members, such as the Family Support Worker and members of the Senior Leadership Team.

- If a child discloses that they are being bullied staff do all they can to support the child who is being bullied and ensure that the anti-bullying policy is followed in response to the disclosure. All members of staff are informed through staff meetings and relevant training of appropriate strategies, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

The role of parents

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately, who will deal with the situation and investigate the incident. Parents will be informed of the outcome of any action taken as a result of their concerns. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure (a copy of which is available from the school office or via the school website).

- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

Application of the Policy

This policy applies to both child to child bullying and child to adult bullying. Separate procedures exist for adult to adult bullying in the school setting. Where adult to child bullying is suspected separate staff discipline procedures will be applied. The policy can be applied to all areas and all aspects of the school. In appropriate cases the school has the ability to extend the policy to out of school bullying as stated in the Education and Inspections Act 2006 which makes it clear that the jurisdiction of the behaviour and anti -bullying policy can be extended to include the conduct of pupils when they are not on the school site and not under the control of a member of staff.

Online bullying

Online bullying is a form of bullying. Guidance from the Department for Education defines Online bullying as: 'the use of Information and Communication Technology particularly mobile phones and the internet, deliberately to upset someone else.' There are some aspects of Online bullying that are different to other forms these being:

- It can be an invasion of home and personal space and can be perpetrated at any time.
- The audience can be large and reached rapidly.

- People who Online bully have a perception of anonymity.
- Bystanders to Online bullying can easily become perpetrators by passing on messages.
- The profile of the ringleader and the victim can be different; Online bullying can take place both between peers and across generations. Teachers can also be targets.

Prevention of Online bullying

The school aims to prevent Online bullying through discussions with pupils about their responsibilities in their use of ICT. These discussions not only take place in computing lessons, but also form part of the PSHRE curriculum.

The school has an Online Safety policy which includes an Acceptable Use policy. This policy gives guidance to staff, pupils and visitors on the acceptable use of the internet and when elements of internet safety are taught.

The school shares information about the safe use of technology through school newsletters, online safety sessions to parents and the school website. We aim to promote a positive view of technology in school, where it is used to support engaging, positive and effective learning. We aim to use computers in safe ways to support pupil's self-esteem, participation and to develop friendships. As we do this we will always refer back to appropriate use of the internet, online safety and digital literacy.

Attention will be drawn to appropriate use of mobile phones, instant messaging, gaming, e-mail and social networking sites. The use of social networking sites is not allowed in school. Any e-mail and use of the school's virtual learning environment will be closely monitored by staff.

The Anti-bullying policy and the Online Safety policy will be reviewed in response to any incidents of Online bullying.

Responding to Online bullying

In light of the Education and Inspections Act 2006 the school has a responsibility to regulate the conduct of pupils when they are off site, particularly relating to forms of bullying. Therefore, any incidents or concerns over Online bullying whether in school or out will be dealt with in line with the anti-bullying policy. It is particularly important that parents are informed about Online bullying incidents to ensure that children remain safe and their behaviours monitored at home.

This policy should be read in conjunction with:

Behaviour Policy, Race Equality Policy, SEN/Inclusion Policy, Safeguarding and Child Protection Policy and Online Safety policy

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