

Sellindge Primary School Anti-Bullying Policy



Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy:
Jo Wren- Headteacher

Designated Safeguarding Lead (s):
Jo Wren and Matt Griffin

Named Governor with lead responsibility:
Maureen Stanley

Date written: **March 2022**

Date agreed by teachers: **March 2022**

Ratified by Safeguarding Governor: **March 2022**

Reviewed: **1st March 2025 (no changes)**

Date of next review: **March 2028**

This policy will be reviewed following any concerns and/or updates to national and local guidance or procedures

This policy is based on DfE guidance "[Preventing and Tackling Bullying](#)" July 2017 and supporting documents. It also considers the DfE statutory guidance "[Keeping Children Safe in Education](#)" 2024

1) Policy objectives:

- This policy outlines what Sellindge Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Sellindge 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.

2) Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection policy
- Staff Code of Conduct
- Online safety and Acceptable Use Policies (AUP)
- Curriculum policy, content and procedures

3) Links to legislation

- There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
 - The Education and Inspection Act 2006, 2011
 - The Equality Act 2010
 - The Children Act 1989
 - Protection from Harassment Act 1997
 - The Malicious Communications Act 1988
 - Public Order Act 1986

4) Responsibilities

- It is the responsibility of:
 - The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
 - Governors to take a lead role in monitoring and reviewing this policy.
 - All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
 - Parents/carers to support their children and work in partnership with the school.
 - Pupils to abide by the policy.

5) Definition of bullying

- Bullying can be defined as "*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can intend to threaten, intimidate, isolate, exclude or shame
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

6) Forms and types of bullying covered by this policy

- Bullying can happen to anyone. This policy covers all types and forms of bullying including:
 - Bullying related to physical appearance
 - Bullying of young carers, children in care or otherwise related to home circumstances
 - Bullying related to physical/mental health conditions
 - Physical bullying
 - Emotional bullying
 - Sexual bullying
 - Bullying via technology, known as online or cyberbullying
 - Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

7) School ethos

- Sellindge Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
- **Our Community:**
 - Monitors and reviews our anti-bullying policy and practice on a regular basis.
 - Supports staff to promote positive relationships to help prevent bullying.
 - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
 - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
 - Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
 - Requires all members of the community to work with the school to uphold the anti-bullying policy.

- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

- The school understands that pupils may not report incidents of bullying and this is addressed in section 9 on prevention of bullying and as part of the schools safeguarding procedures.
- The following steps may be taken when dealing with all incidents of bullying reported to the school:
 - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
 - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
 - The headteacher/ designated safeguarding lead will interview all parties involved.
 - The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
 - The school will inform other staff members, and parents/ carers, where appropriate.
 - Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
 - If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
 - Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
 - A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken (on CPOMS) and reported to KCC where appropriate.
 - Please also see Appendix A for the 6 steps when someone reports bullying to help those dealing with the incident.

Cyberbullying

The school understands that cyberbullying can exist alone or as an extension of face to face bullying. The illusion of anonymity may allow perpetrators of bullying to feel more empowered and may bully people that they have never met.

Cyberbullying may include: harassing/stalking, defamation, intimidation, peer rejection/exclusion, manipulation, the spreading of personal information or identity theft/unauthorised access.

- When responding to cyberbullying concerns, the school will:
 - Act as soon as an incident has been reported or identified.
 - Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
 - Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
 - Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;

- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the DfE [‘Searching, screening and confiscation at school’](#)
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists; helping those involved
 - helping those involved to think about what private information may be in the public domain

Supporting pupils

The school recognises that there can be different roles in bullying incidents and understand the need to support those directly involved as well as those on the periphery. See Appendix B for the terminology and description of those potentially involved.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children Service, or support through the Children and Adolescent Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement

from the Police or referrals to Early Help, Specialist Children Service, or the Children and Adolescent Mental Health Service (CAMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

- *Adults who have been bullied or affected will be supported by:*
 - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
 - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
 - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
 - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
 - Reassuring and offering appropriate support.
 - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- *Adults who have perpetrated the bullying will be helped by:*
 - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
 - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
 - If online, requesting that content be removed.
 - Instigating disciplinary, civil or legal action as appropriate or required.

9) Preventing bullying

Environment

- The whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
 - Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
 - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
 - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
 - Actively create "safe spaces" for vulnerable children and young people.

- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

- The whole school community will:
 - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
 - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
 - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
 - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
 - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

- The school community will:
 - Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
 - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
 - Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
 - Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10) Involvement of pupils

- *We will:*
 - Involve pupils, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
 - Regularly canvas children and young people's views on the extent and nature of bullying.
 - Ensure that all pupils know how to express worries and anxieties about bullying.
 - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Utilise pupil voice in providing pupil led education and support
 - Publicise the details of internal support, as well as external helplines and websites.
 - Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

11) Involvement and liaison with parents and carers

- *We will:*

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, as appropriate.
- The named Governor for Safeguarding will report on a regular basis to the governing body on the monitoring of incidents of bullying, including outcomes.

13) Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying

- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtcr.org/educational

LGBT

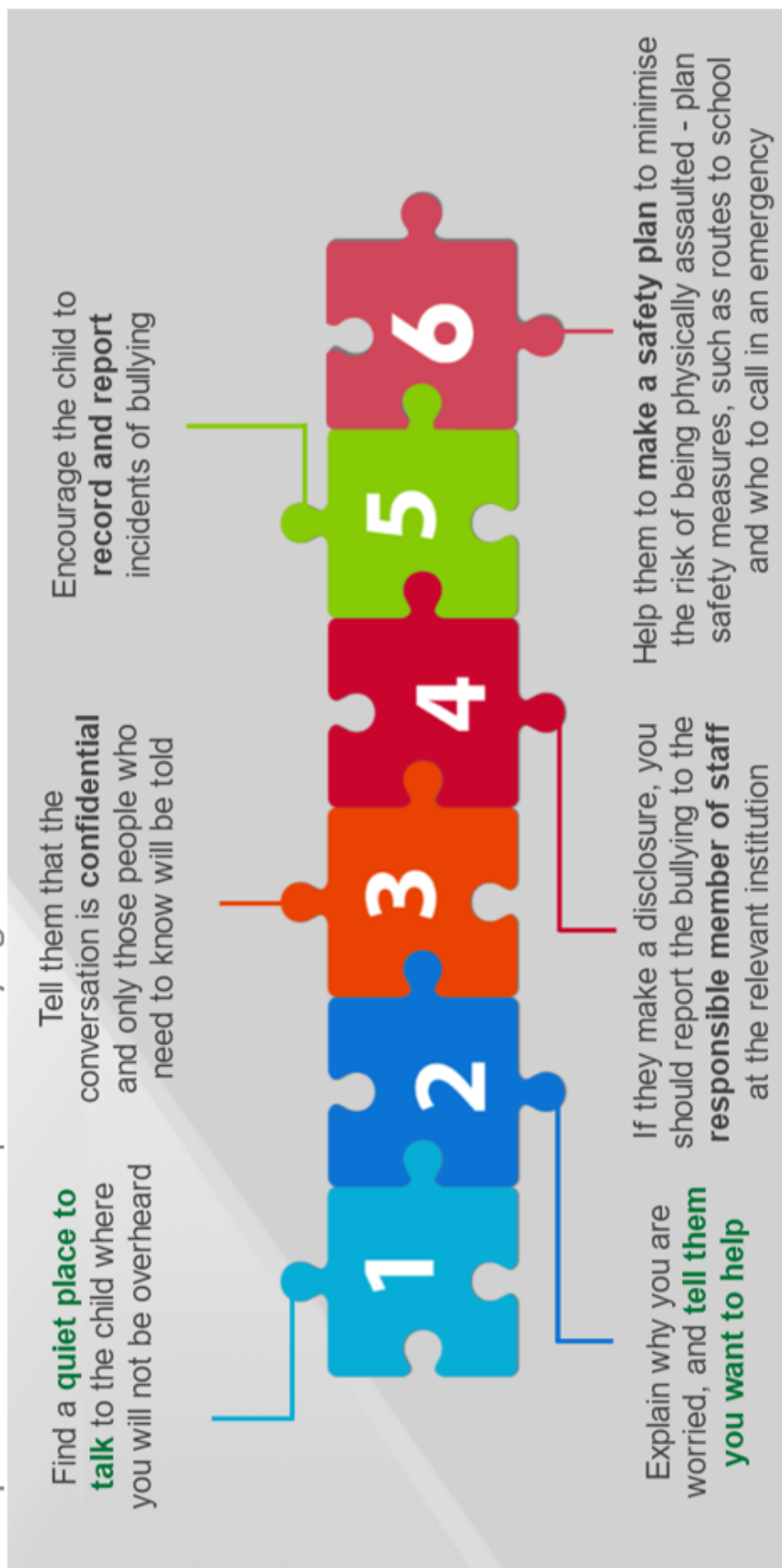
- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) <https://www.endviolenceagainstwomen.org.uk/>
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying>

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

6 steps when someone reports bullying



Also:

Praise the child for telling you, letting them know that it is not okay for someone to bully them and that you will help.

That you will work together to plan what will happen next.

That they must have an assertive response but not put themselves in danger or harm. (If they are scared they should run away)

Appendix B

Those potentially involved in the bullying



Ring-Leader

The main bully who can direct abusive activity.

This person may not always be the person doing the act, but is the person whose social or physical power allows them to influence others.



Defenders

Defenders are people who try to stop the bullying by intervening at the time or comforting the victim. This is a difficult role as the defenders can become targets of the bullies.

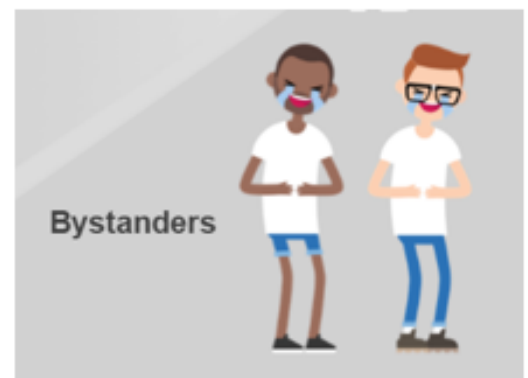
Assistants / Associates

The assistants or associates actively join in the bullying.

They may be part of a gang, led by the ring-leader.

These children or young people may not want to be bullies but may act out of fear of the ring-leader.

Many children have admitted to bullying to avoid becoming a victim themselves.



Individuals who are not directly involved with the start of the bullying may become involved by forwarding messages, or showing internet content to friends.

Bystanders

Bystanders are not involved directly in the bullying, but encourage the bully by laughing or smiling.

As with the assistants or associates, these individuals may act out of fear of being bullied themselves.

Appendix C

The Stop, Speak, Support Code of Conduct (For witnesses to cyberbullying)

Ask them to block the bully. **STOP**

Tell them report it to the
relevant organisation. **SPEAK**

Help the victim using some of
the suggestions below. **SUPPORT**

Posting or texting the victim
a **positive message**
can make a
big difference.

Encouraging them to talk
to someone they
can trust

Giving them a **positive
distraction** from
the situation