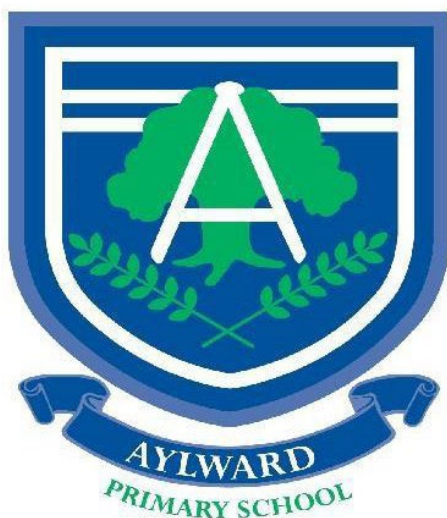




AYLWARD PRIMARY SCHOOL

ANTI-BULLYING POLICY

GB Committee Responsible:	Local GB
Reviewed by:	Gemma Kilkenny
Review Date:	September 2026
Approved by C and A Committee:	24 th September 2026
Ratified by LC	15 th October 2026
Next Review Date:	September 2027

Rationale

We are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying incidents occur, pupils are expected to tell an adult and know that incidents will be dealt with promptly and effectively.

Legal Framework

This policy has due regard to legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with DfE advice including, but not limited to:

- DfE 'Preventing and tackling bullying' (2017)
- DfE 'Mental health and wellbeing provision in schools' (2018)
- DfE 'Keeping children safe in education' (2026)
- DfE 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (2020)
- DfE 'Searching, Screening and Confiscation'

This policy will be implemented in conjunction with the school's:

- Behaviour Policy
- Cyber Bullying Policy
- E-safety Policy
- Child Protection and Safeguarding Policy
- Primary Relationships and Health Education Policy
- Exclusion Policy

Aims

Schools have a responsibility to respond promptly and effectively to issues of bullying and to raise levels of consciousness and understanding so that:

- everyone in the school community feels responsible for dealing with bullying.
- victims feel protected and supported.
- those engaged in bullying are encouraged to change their beliefs about bullying as well as their actual behaviour.

- everyone is aware of the Anti-Bullying Policy and related policies e.g. Behaviour Policy.
- procedures for dealing with incidents will be consistently and fairly applied by all members of the school community.

Objectives of this policy

- Governors, teaching and non-teaching staff, pupils and parents will understand what bullying is.
- Governors, teaching and non-teaching staff will know how to follow up any report of bullying.
- All pupils and parents will know that the school does not tolerate bullying.
- Pupils and parents should be assured that they will be supported when bullying is reported. We take bullying seriously and it will not be tolerated.

What is bullying?

- Bullying is one form of child-on-child abuse and may include cyberbullying, prejudice-based and discriminatory bullying.
- the wilful and persistent, conscious desire to hurt, threaten or frighten someone.
- behaviour which is unprovoked and can occur over long periods or short periods of time.

Bullying can take many forms, and we help children learn that bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures, name calling, belittling
Sexual Harassment	unwanted physical contact or sexually abusive comments.
Homo/ transgender phobic	Name calling, belittling, gestures, “put-downs”,
Verbal	name-calling, sarcasm, spreading rumours, teasing
Prejudice related	Name calling, choosing not to sit or work with, making prejudiced and generalist and frequent statements –aiming to belittle others
Cyber/IT	All areas of internet, such as email and internet chat room or social media site misuse. Content, conduct, contact and commerce related risks. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, AI generated content (including digitally altered/AI generated images)
Religious	Name –calling, derogatory comments about a faith and their practices
Sexist	Sexist attitudes expressed in a way to demean, intimidate, or harm another person because of their sex or gender, including misogyny and misandry. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Racism

Racism includes treating someone differently or unfairly, simply because they belong to a different race or culture. Racism is ‘any incident which is perceived to be racist by the victim or any other person.’ (Stephen Lawrence Inquiry Report 1999). People can also experience prejudice because of their religion or nationality.

It is illegal to treat people differently or unfairly because of their race and no one has the right to make another feel bad or abuse them.

Reporting racist incidents

Under the Equality Act 2010, all state schools should deal with all types of prejudice related incidents including racist incidents seriously. The school log all reported racist incidents in the Racist Incident Log on Arbor.

What is a racist incident?

A racist incident is any incident which is perceived to be racist by the victim or any other person. Racist incidents in school (or on the way to and from school) may involve pupils, teachers, non-teaching staff, parents, governors, visitors, or others.

Racist incidents include:

- physical assault against a person or group because of their colour, ethnicity, or nationality
- use of derogatory names, insults, and racist jokes
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- bringing racist material into school
- verbal abuse and threats
- incitement of others to behave in a racist way
- racist comments during discussion
- attempts to recruit others to racist organisations and groups
- ridicule of an individual for cultural difference e.g., food, music, religion, dress etc.
- refusal to co-operate with other people because of their colour, ethnic origin, or nationality
- written derogatory remarks.

Strategies for the prevention of bullying and promotion of anti-bullying behaviour:

We are clear that there are many types of unkind behaviour, but that bullying is deliberate and is repeated over time. The acronym **STOP** is used to help children identify bullying:

- **S**everal
- **T**imes
- **O**n
- **P**urpose

We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff. Children are encouraged to talk to a trusted adult at school or at home and to know that their concerns will be taken seriously.

We also acknowledge bullying can be very subtle and very occasionally subconscious. Sometimes pupils need help to recognise their behaviour has been bullying in nature. Restorative approaches will be prioritised where appropriate and safe, alongside proportionate sanctions and safeguarding action.

Strategies for preventing bullying used by the school include:

- foster an atmosphere, which promotes the development of a positive self-image.
- practices are underpinned by the belief that everyone, adults, and children alike, are entitled to mutual respect, courtesy, and consideration within a caring, supportive, and safe environment.
- create a positive school ethos through the consistent implementation of our School Behaviour Policy.
- teach respect for diversity and acceptance of different cultures, religions, and lifestyles.
- update staff and pupils in connection with how latest technology can be potentially used for bullying.
- promote online safety awareness, including risks from social media, gaming platforms, misinformation, disinformation, conspiracy theories, and AI generated content.
- recognise that bullying may also take place between and by adults in the school.
- All reported or investigated instances of bullying will be investigated by a member of staff.
- All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

- Opportunities to extend friendship groups and interactive skills will be provided through participation in special events/clubs, e.g. drama productions, sporting activities and targeted clubs.
- All members of the school will be made aware of this policy and their responsibilities in relation to it.
- All staff members will receive training on identifying and dealing with the different types of bullying.
- Before a vulnerable pupil joins the school, the pupil's class teacher will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.
- The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- The school responds to any negative feedback regarding bullying, arising from pupil/parent surveys through direct conversations with individual children/parents.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

Vulnerable Groups

We recognise that some pupils are more vulnerable to bullying, including those with SEND, young carers, children in care, children with a social worker, and those with protected characteristics (e.g. race, religion, disability, sex, gender reassignment, sexual orientation). These pupils will be given additional support and monitoring to ensure they feel safe.

Identification of child-on-child bullying/abuse (including harassment and violence)

By its nature, bullying tends to take place 'underground', out of sight and earshot of teaching and other school staff. The most important element in identifying bullying is the creation of a positive school culture in which bullying is not tolerated and the reporting of bullying is seen as a positive and valued act by pupils.

All staff understand the importance of challenging inappropriate behaviour between children. Staff do not downplay certain behaviours as "just banter" or "boys being boys" and are aware that this can lead to a culture of unacceptable behaviour, an unsafe environment for children and a culture that normalises abuse.

All staff understand that even if there are no reports of child-on-child abuse, this does not mean it is not happening. If staff have any concerns about child-on-child abuse, they speak to the designated safeguarding lead (DSL) or a deputy.

At Aylward, we have a zero-tolerance approach to child-on-child abuse. There are clear systems in place for children to report abuse (see procedure below)

Although these signs and behaviours could indicate other problems, bullying should be considered a possibility and should be investigated if a pupil:

- is frightened of walking to or from school or changes their usual routine.
- is unwilling to go to school (school phobic), feels ill in the morning or has erratic attendance.
- is reluctant to go out to play and/or has sudden changes in friendship groups.
- is isolated in the playground, dining-room or during games etc.
- becomes withdrawn, anxious, or lacking in confidence.
- becomes aggressive, disruptive, or unreasonable.
- begins to do poorly in schoolwork.
- has possessions which are damaged or "go missing".
- asks for money or starts stealing money or has money continually "lost".
- has unexplained cuts or bruises.
- is bullying other children or siblings.
- is frightened to say what is wrong.

- shows physical signs of distress (stops eating, starts stammering, starts bed-wetting, cries themselves to sleep or has nightmares).
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.
- gives improbable excuses for any of the above.

Child-on-child abuse is a safeguarding issue for both the child who has experienced the behaviour and the child alleged to have caused harm. Both may require safeguarding, pastoral or other support. The school recognises that child-on-child abuse is preventable. Staff will identify concerning behaviour early and provide timely, evidence-informed support to reduce the risk of behaviour escalating.

The consensual or non-consensual making or sharing of nude or semi-nude images, including digitally altered or AI-generated images, is treated as a safeguarding concern and will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Procedure for children who are bullied:

When children feel that behaviour towards them is either unpleasant or unacceptable, they should use the 4-step approach. This approach (detailed below) should be taught to the children in assemblies, PSHE and appropriate lessons within the curriculum.

Step 1: Ignore and walk away

Step 2: Hold up hand with palm facing other child/children say "stop it" firmly

Step 3: Say firmly, "I don't like it when you do that" and walk away

Step 4: Tell

The child should then tell the class teacher, mid-day supervisor or adult in charge so that they can continue with the procedures as set out in this document.

Any child who feels unsafe, experiences discriminatory or sexual behaviour, physical aggression, threats or another serious concern should tell a trusted adult immediately.

Children will be reassured that they are being taken seriously, will be supported and kept safe, and will never be made to feel that they are creating a problem or feel ashamed for making a report.

Procedures for staff when dealing with bullying incidents (including cyber bullying):

NB: Where the reported behaviour may constitute child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour or another safeguarding concern, staff should not undertake a full investigation before consulting the DSL or a deputy. Staff should listen, make an accurate factual record and refer the concern promptly. The DSL will determine the appropriate next steps in accordance with the Child Protection and Safeguarding Policy.

- Listen to the child who comes to you as the victim.
- Make notes and/or ask the child to write down what happened or is continuing to happen.
- Interview the alleged perpetrator/s.
- Talk to anyone who witnessed the behaviour.
- Collect any electronic evidence if there is a link with possible cyber bullying. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school will follow the DfE guidance on Searching, Screening and Confiscation.
- Decision made as to further procedures.
- Add notes on CPOMS / Behaviour Log on Arbor, of actions taken because of a bullying incident.
- Inform Head Teacher, Deputy Head or Assistant Heads if further procedures are needed.

- Inform those involved.
- Monitor relationships until situation resolved.
- The Designated Safeguarding Lead and senior leaders will analyse bullying data termly, identifying patterns and reporting findings to governors to inform policy and practice.

Children may not recognise that behaviour is abusive or may be embarrassed, frightened, threatened or unable to communicate what has happened. This can be particularly relevant for pupils with SEND or communication/language barriers. Staff should therefore use professional curiosity rather than rely solely on children making disclosures.

Bullying outside of school

- Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.
- The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- The **Headteacher** is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil.

Roles and Responsibilities: The Governing body will:

- Evaluate and review this policy to ensure that it is not discriminatory.
- Oversee the overall implementation of this policy.
- Ensure that the school adopts a tolerant and open-minded policy towards difference.
- Ensure the school is inclusive.
- Analyse any bullying data to establish patterns and review this policy in light of these.

The Senior Leaders will:

- Review and amend this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keep a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analyse the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arrange appropriate training for staff members.

The staff will:

- Follow agreed procedures for the early identification and management of all bullying incidents.
- Be alert to social dynamics in their class and to possible bullying situations.
- Be available for pupils or parents who wish to report bullying.
- Ensure that statements and evidence are logged and dated (use behaviour log on Arbor/CPOMS MyConcerns). SMSAs will give copies of their notes to the relevant class teacher.
- Teach all pupils of the important role that bystanders can play in reducing bullying.
- Encourage all pupils to TELL an adult in school about their worries and concerns, including the use of "worry boxes".
- Refer to Zones of Regulation board daily and talk to any children demonstrating negative feelings.
- Provide follow-up support after bullying incidents.
- Refrain from stereotyping when dealing with bullying.
- Understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

- Liaise with parents/carers at all stages of the investigation of reported bullying incidents.
- Provide a point of contact for pupils and parents when more serious bullying incidents occur.

Parents will be encouraged to:

- Use the definition above to talk about what kinds of behaviour demonstrate bullying.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Look out for signs that their child is being bullied or involved in a bullying situation and inform their child's class teacher.
- Work with the school to support discipline of their children where appropriate.

Children will be encouraged to:

- Learn how to identify bullying behaviour (differentiate between one off acts of bad behaviour and 'S.T.O.P' - Several Times On Purpose) and ways of responding.
 - Share worries and concerns straight away with staff, parents and peers or use their 'Worry Boxes' to communicate privately with their teachers.
 - Contribute to pupil voice through surveys, conferencing and Pupil Parliament to help review the effectiveness of the policy.
 - Use the Zones of Regulation system to communicate their feelings with their teacher.
 - TELL an adult if they see or are involved in situations that they feel are 'bullying'.
 - Work with staff to resolve "bullying" situations.
 - Not making counter-threats if they are victims of bullying.
 - Follow the Aylward Values.
 - Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

When an incident occurs, the procedures within the Behaviour Policy are followed. Where records indicate that bullying is taking place (Definition of Bullying) and the incident is not a one-off act of abuse or aggression, the following procedures are carried out:

- The Headteacher is informed.
- The Headteacher, Deputy Headteacher and other staff and / or governors as appropriate investigate the situation and collect evidence.
- The victim is listened to and supported.
- The perpetrator is listened to and questioned.
- Sanctions are applied if necessary and appropriate.
- Parents are informed and, where necessary, are made aware that their child's behaviour is unacceptable.

SANCTIONS

Sanctions include the following:

- adult expression of disapproval.
- loss of privileges.
- removing a child to another part of the classroom.

- removing a child from the playground (Time-out)
- internal suspension.
- fixed term suspension or permanent exclusion.

Procedure for staff who feel they are bullied, harassed, or discriminated against by other members of staff:

- If possible, approach the person causing the harassment and explain your feelings.
- Make it clear that their behaviour is causing a problem and ask them to stop.
- Try to sort out the problem together.
- Keep written records with specific times and dates of alleged behaviour.
- If the behaviour continues report the behaviour to the Head Teacher.
- If necessary, the Head Teacher will inform the Chair of Governors.
- Work with the Head Teacher in resolving the problem.

Procedure for staff who feel they are bullied, harassed, or discriminated against by the Headteacher:

- Approach the Headteacher and tell her/him about your concerns
- Make it clear that their behaviour is causing a problem
- Try to sort out the problem together
- Keep written records with specific times and dates of alleged behaviour
- If the behaviour continues inform the Chair of Governors in writing and seek the advice of a union

Procedure for staff who feel they are bullied, harassed, or discriminated against by a parent or other adults not employed by the school:

- Make it clear that their behaviour is causing a problem.
- Tell them to stop.
- Write down details of the behaviour including specific times and dates.
- Report behaviour to the Headteacher, Deputy Headteacher or Assistant Head.

Parents and visitors to the school:

All adults are responsible for their own behaviour and are expected to behave responsibly, showing a positive example to all pupils.

Useful Websites:

www.nspcc.org.uk/schools

<https://anti-bullyingalliance.org.uk/>

<https://www.childline.org.uk/>

www.gov.uk (DfE guidance - Keeping Children Safe in Education – (Sept 2026))