Stoke Fleming Primary Anti-bullying Policy

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Author Initials	CH
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Our vision: Set sail in the world….

Our Values: Considerate, Confident, Creative and Cultured

Our mission: Our 'charted curriculum' inspires everyone to explore, dream and discover the world around us

Article 14: every child has the right to think and believe what they choose and also practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 29: education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31: every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Introduction

At Stoke Fleming Primary School, we are proud to be a Rights Respecting School. Bullying in any form is completely at odds with our values and will never be tolerated. We are committed to providing a safe, happy, and inclusive learning environment where every child feels secure and respected.

A positive school climate is essential for raising attainment, improving attendance, promoting equality and diversity, and safeguarding the wellbeing of all members of our school community. We therefore take a proactive and preventative approach to bullying, aiming to educate pupils about respectful relationships and intervene early to stop issues from escalating.

When bullying does occur, we respond swiftly, fairly, and consistently. Pupils, parents, and staff are encouraged to **"Speak Up, Speak Out"** so concerns can be addressed promptly and effectively.

This Anti-Bullying Policy sets out how we protect children from bullying, support those affected, and help those displaying bullying behaviours to change. Bullying is anti-social behaviour that affects everyone and will always be treated as a serious matter. Allowing or condoning bullying can have safeguarding implications and may require referral under child protection procedures.

Our policy is fully aligned with the Stoke Fleming Behaviour Policy and complements our Child Protection, SEN, and Equality Policies. It is informed by national best practice, including:

- **DfE guidance:** *Preventing and Tackling Bullying* (July 2017)
- **DfE guidance:** *Cyberbullying: Advice for Headteachers and School Staff* (2014)
- **DfE report:** *Approaches to Preventing and Tackling Bullying* (June 2018)
- **Statutory guidance:** *Keeping Children Safe in Education* (2025 update)
- **DfE advice:** *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges*

By addressing all forms of bullying promptly and effectively, we ensure that every child can enjoy their right to learn, feel safe, and thrive.

Objectives

This policy outlines how Stoke Fleming Primary School prevents and tackles all forms of bullying. The Academy is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links with other school policies and practices

Associated policies	Owner: CH (Headteacher)
Other references policies include: • Behaviour and Attitudes Policy • Complaints Policy • Online Safety and Acceptable Use Policies • PSHE Curriculum • Inclusion Protocol	

Defining 'bullying'

Bullying is behaviour by an individual or group that is usually repeated over time and intentionally hurts another person, either physically or emotionally. It involves an imbalance of power and can take many different forms, including the following:

- Relational Bullying: Bullying through psychological or emotional harm, such as exclusion, manipulation of friendships, humiliation, or spreading rumours.
- Verbal Bullying: The repeated use of spoken words to hurt, intimidate, or belittle others – for example, insults, name-calling, or threatening language.
- Physical Bullying: Causing physical harm or intimidation through actions such as hitting, kicking, pushing, spitting, or damaging property.
- Online (Cyber) Bullying: Using digital technology – including social media, messaging apps, gaming platforms, or email – to deliberately upset, intimidate, or humiliate someone.
- Sexual Bullying: Unwanted physical contact, sexualised comments, gestures, or harassment, including sexist name-calling.
- Racist Bullying: Behaviour that targets someone because of their race, ethnicity, culture, faith, national origin, or nationality, making them feel excluded, marginalised, or unsafe.
- Prejudice-based Bullying (SEND, Gender, LGBTQ+): Negative comments, gestures, or actions relating to a person's special educational need, disability, gender, gender identity, or sexual orientation.

What Bullying is NOT

It is equally important to understand what is **not** bullying.

- **One-off incidents** such as occasional name-calling, falling out with friends, arguments, or pranks are not classed as bullying.
- Bullying is identified when behaviour happens **Several Times On Purpose (STOP)** — even if the incidents are different in nature.
- Learning to manage disagreements, repair friendships, and resolve conflict is a natural part of children's social development.

We help children develop the skills to manage occasional disagreements in a healthy way and support them to repair relationships when issues arise.

For more pupil-friendly information, please see our **Children's Anti-Bullying Guide** on our website:
🔗 [Stoke Fleming Primary Anti-Bullying Guide](#)

Preventative Measures

At Stoke Fleming Primary School, we take a whole-school approach to promoting positive relationships and preventing bullying. Our strategies are designed to be age-appropriate and accessible to all children, aligning with the National Curriculum, PSHE Association guidance, and statutory Relationships Education and Health Education requirements.

Staff Training and Safeguarding

All staff – teaching and non-teaching – receive regular training in line with **Keeping Children Safe in Education (KCSIE)**. This includes:

- Understanding different forms of bullying and peer-on-peer abuse
- How to recognise early signs of concern
- How to respond appropriately to disclosures
- How to record and report incidents using our safeguarding systems

Throughout the year, staff receive ongoing safeguarding updates, including short scenarios and case studies. These help staff think through how they would respond to issues such as bullying, online safety concerns, or friendship difficulties, ensuring we remain vigilant and consistent.

Personal, Social, Health and Economic (PSHE) Education

Our PSHE curriculum, including statutory Relationships and Health Education, is a key part of our preventative approach. Lessons are planned across all year groups from Reception to Year 6 and include:

- **Positive Friendships:** Understanding what makes a good friend, respecting personal boundaries, resolving conflicts and saying sorry
- **Respect for Others:** Celebrating difference, challenging stereotypes (including those relating to gender, race, religion, disability, or family structure)
- **Bullying Awareness:** Recognising different types of bullying (physical, verbal, online, relational), understanding the impact it can have, and knowing how to report it
- **Online Safety:** Staying safe online, managing screen time, and knowing what to do if something worries them
- **Respectful Relationships:** Learning about kindness, fairness, privacy, and consent in an age-appropriate way
- **Rights and Responsibilities:** Understanding that everyone has the right to feel safe and happy at school and that we all share responsibility for helping to make this happen

These lessons are supported by circle time discussions, stories, and practical scenarios to help children apply what they have learned.

Whole-School Initiatives

- **Speak Up, Speak Out:** Our key anti-bullying message encourages children to report worries quickly. Displays around school, assemblies, and class discussions regularly remind children that speaking up helps to keep everyone safe.
- **Assemblies:** Our assembly programme includes Anti-Bullying Week, Safer Internet Day, and other awareness events. Assemblies reinforce British Values (democracy, rule of law, individual liberty, mutual respect, and tolerance) and our Rights Respecting ethos (UNCRC Article 31 – the right to relax and play safely).
- **Pupil Voice:** We regularly gather pupil feedback through school council meetings and surveys, which help us understand how safe children feel and where we can make further improvements.

Responsive Measures

Reporting Concerns About Bullying

At Stoke Fleming Primary School, we actively encourage children and families to report any worries about bullying or unkind behaviour. We understand that speaking up can sometimes feel difficult, so we offer several ways to make it easier.

When an incident is reported, we act quickly, fairly, and consistently. Bullying is never tolerated.

How Pupils Can Report Concerns

Children are taught that if they see or experience unkindness or bullying, they should Speak Up, Speak Out. They can:

- Talk to a trusted adult: This could be their class teacher, teaching assistant, lunchtime supervisor, or any member of staff.
- Use Worry Boxes: Children can write down their concerns if they find it easier than speaking out. Teachers check these regularly.

How Parents and Carers Can Report Concerns

Sometimes children talk to their parents before telling school staff. We ask that parents contact the school as soon as possible so we can begin investigating and supporting all children involved.
Parents can report concerns by:

- Speaking to the class teacher
- Phoning or emailing the school office
- Requesting a meeting with the Headteacher/ Designated Safeguarding Lead (DSL) for more serious concerns

Staff Procedure for Investigating Incidents (In School)

All staff follow a clear process when responding to reports of bullying:

1. Listen carefully to the child, offering reassurance and taking the report seriously.
2. Record the concern on the school's incident record sheet, including as much detail as possible.
3. Investigate promptly:
   - Speak with children individually so they feel comfortable sharing their views
   - Avoid leading questions or making assumptions
   - Thank children for being honest and for helping to keep others safe
4. Escalate where necessary:
   - Inform the Headteacher/DSL if there are safeguarding concerns
   - If physical injury or a serious threat has occurred, follow the school's health and safety and safeguarding procedures

Once the investigation is complete, findings are shared with senior leaders and parents/carers of all children involved. Appropriate support and consequences are then put in place.

Staff Procedure for Incidents Outside of School (Including Online)

Where incidents occur outside of school hours or online (cyberbullying), we will investigate as far as possible:

- Children are encouraged to keep evidence (such as screenshots) of online messages or posts
- Staff do not search children's personal devices but will pass serious concerns to the DSL, who may involve parents, other schools, or the police if needed.
- All incidents are recorded and followed up in the same way as in-school incidents
- Parents/carers of all involved children are notified and given guidance on how to support their child at home.

Outcomes

A report of bullying is made to the school

Step 1 – Immediate Response
- Report received:
    - Reported by pupil (directly to staff, playground buddy, or worry box)
    - Reported by parent/carer (verbal, phone, email)
    - Observed by staff during lessons or unstructured times
- Immediate actions:
    - Child reassured and kept safe
    - Bullying Incident Report Form (Appendix 1) completed with all known facts (who, what, when, where) This should also be added to CPOMS.
    - DSL informed immediately if there is a safeguarding risk

(Behaviour Policy link: calm, emotionally intelligent response, immediate record-keeping at the point of incident)

Step 2 – Investigation
Class teacher or SLT speaks to all parties individually, reviews previous behaviour records (Green/Blue/Orange/Red log).
(Behaviour Policy: "every interaction is an intervention"; early restorative conversation if appropriate)

Step 3 – Assessment
Staff decide whether incident is:
- Friendship issue / one-off unkindness → restorative chat or circle time (remains Green/Blue)
- Repeated / serious behaviour = bullying → escalate to Step 4
  Parents/carers informed of the outcome at this stage.

Step 4 – Action Plan
- Parents/carers of all children involved invited in
- Support plan created for victim (safe space, check-ins)
- Behaviour plan and consequences applied for perpetrator, using Orange/Red stage response from Behaviour Policy
- Restorative conversation arranged between children (if appropriate)

Step 5 – Recording & Monitoring
- All actions logged on CPOMs (Red incidents mandatory)
- Review date set (usually 2–4 weeks)
- Class teacher and playground staff monitor behaviour closely (Behaviour Policy: consistency and predictability)

Step 6 – Review Meeting

Parents/carers updated.

- If behaviour has improved → return to Green, continue light monitoring
- If bullying continues → escalate consequences per Behaviour Policy:
    - Further Reds recorded
    - In-school exclusion (if repeated Reds)
    - Fixed-term exclusion (if 3 in-school exclusions in a term)
    - Possible external agency involvement (Early Help, Police)

Step 7 – Closure

Incident marked resolved once bullying has stopped.

Pupil praised for positive change (Behaviour Policy: "first attention to best conduct"), relationships restored, light monitoring continues.

Bullying incident report form

Incident details				
Date of incident		Time of incident		
Location / event				
Where did the incident occur?	☐ Classroom	☐ Playground		☐ Toilet
	☐ Other (specify):			

Nature / type of incident

☐ Extortion   ☐ Written

☐ Isolation – being ignored or left out   ☐ Possessions – kit taken or damaged

☐ Physical – being hit or hurt   ☐ Forced into actions against will / hazing

☐ Verbal – name-calling, taunting, mocking, threatening   ☐ Cyber – online, social media, email, text, posting photos / videos

☐ Spreading rumours   ☐ Other (specify):

Are there indications that the incident was motivated by any of these? Tick all that apply	☐ General appearance / demeanour	☐ Race / ethnic origin
	☐ Disability / SEN	☐ Sexual orientation
	☐ Gender / sexism	☐ Home circumstances
	☐ Religion	☐ Sports ability

Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
6				
* Gender: **F** – Female / **M** – Male / **NB** – Non-binary / Another – please write in				
* Role: **V** – Victim / **R** – Ringleader / **A** – Associate / **B** – Bystander				

Brief summary of incident(s)

Action taken
Include any sanctions, exclusions, parental involvement, or involvement with external agencies.
Overall (include details if incident was referred on)
With each individual involved (noted on page 1)

Declaration	
Form completed by (print your name)	
Your signature	✖
Today's date	