

# Anti-Bullying Policy

Little Bowden Primary School



**Last reviewed on:** November 2025

**Next review due by:** November 2027

**Governor Approval:** March 2026

## Anti-Bullying Policy

It is the responsibility of the governing body and the Head Teacher to ensure that all members of the school community work within a safe and enabling environment.

At Little Bowden, we are aware that pupils and adults may be bullied in any school or setting and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority. This is to ensure a safe and secure environment for all where we develop positive relationships and encourage everyone to have the confidence to challenge their own and others' behaviour.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

**We view bullying in line with the Equality Act (2010) and all the protected characteristics of:**

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

### **Brief definitions: types of prejudice-related bullying**

**Bullying based on disability (disablist)** – is where the motivation for bullying is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

**Bullying based on gender reassignment (transphobic)** – is when the motivation for bullying relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

**Bullying based on race or ethnicity (racist)** - is where the motivation for bullying is based on the targets skin colour, culture, language, ethnicity or national origin.

**Bullying based on religion or belief** – is where the motivation for bullying relates to the target’s beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

**Bullying based on sexual orientation (homophobic or biphobic)** – is where the motivation for bullying is based on the target’s sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

**Bullying based on sex (sexist)** – is where the motivation for bullying is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

### **Definitions for other forms of bullying**

**Bullying based on appearance or health conditions** – is where the motivation for bullying relates to the target’s physical appearance (e.g. hair colour, body shape, or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

**Bullying based on weight** is where the motivation for bullying behaviour related to a target’s individual weight or size. It can also stem from negative stereotypes and biases about weight.

**Bullying based on home circumstance** – is where the motivation for bullying is based on the target’s living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low income family or in receipt of free school meals.

At Little Bowden, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm’. Where this is the case, school staff should report their concerns to the Head Teacher who may need to inform the local authority children’s social care.

This Policy should be read in conjunction with our:

- Behaviour Policy- [Behaviour-Policy-2024.docx](#)
- Child Protection and Safeguarding Policy -[Safeguarding-policy-2024.pdf](#)
- Equality Policy- [Microsoft Word - Equality and Diversity Policy maintained.docx](#)
- Online Safety Policy – [Online Safety Policy](#)
- School’s Mission Statement- [mission-statement.pdf](#)

## **What is bullying?**

**Bullying is defined as ‘the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.’**

Bullying is not friendship fall-outs or poor behaviour choices which are carried out as or one-off incidents. This behaviour would be challenged by Little Bowden Primary School by staff in accordance to the Behaviour Policy.

### **Bullying is, therefore:**

- **Deliberately hurtful**
- **Repeated, often over a period of time**
- **Difficult to defend against.**

### **Bullying behaviour can be:**

**Physical:** jostling, pushing, kicking, hitting, punching or any use of violence, theft, extortion, damaging someone’s property, unwanted physical contact, taking another’s belongings, any use of violence.

**Verbal:** threats, insults, nasty teasing, spreading rumours, name-calling, sarcasm, sexually abusive comments.

**Cyber-bullying:** bullying that takes place online carried out on electronic devices, such as PCs, laptops, smartphones, tablets, gaming, consoles or smartwatches, via apps, chat rooms, email, AI, gaming and/or social media. Telephone threats or hoaxes, inappropriate text messaging or use of camera & video facilities.

**Psychological:** being unfriendly, excluding, tormenting, intimidation. Unkindness linked to SEND, appearance or health conditions or related home circumstances, rumours, social, exclusion, gaslighting.

### **The school’s approach to bullying**

All staff involved in the education and/or supervision of children will be made aware of the issue of bullying and the need to apply the school’s policy of zero-tolerance consistently when episodes of bullying are witnessed or reported.

### **How bullying should be reported**

1. All pupils, parents, members of staff and volunteers must report allegations of bullying, including cyber-bullying issues, to a member of the teaching staff. Pupils are encouraged to talk to their parents who can champion their concerns. Any bystander who witnesses an incident of bullying will be encouraged to tell an adult in school (or their parents) so that the bullying can be out in the open. Pupils are encouraged to report their concerns using their class 'worry box/worry monster' as an alternative to talking to an adult initially.
2. Parents should report an allegation of bullying to their child's class teacher at drop off and pick up times or email or phone the office.
3. The teacher receiving the allegation will be responsible for investigating initial allegations of bullying, using CPOMS to record the allegation/incident and alerting the Senior Leadership team (Headteacher or Assistant Headteachers).
4. The child making the allegation must be spoken to at length, obtaining witnesses if possible. Teachers will use patience and understanding during this discussion and record what is said by the child. They must be praised for coming forward to tell.
5. If the child who made the allegation above is not the target, the target must also be spoken to with patience and understanding and again, everything that is said must be recorded.
6. The perpetrator must be spoken to using details and facts. They must be asked to tell the truth and if they do not own up, further investigations must take place.
7. If the allegations are founded, it will be made clear to the perpetrator/s that bullying is not tolerated at Little Bowden Primary School. Parents will be informed of any allegations. Opportunities will be given to resolve the situation between the children involved and appropriate sanctions will be put into place in line with the school's Behaviour Policy.
8. Incidents of bullying will be reported to SLT who will regularly analyse the data to identify any patterns or trends. Where necessary, risk assessments will be written in order to avoid further occurrences of a repeated incident.
9. If necessary, and appropriate, police and outside support agencies will be consulted.
10. Where bullying outside school is reported to school staff, it will be investigated and acted on in accordance to the Dfe 'Preventing and Tackling Bullying' (2017) document.

### **Preventing bullying**

Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the awareness of reducing the opportunities for bullying to occur.

These include:

- A clear set of School Values/ Anti-Bullying pledge contributed by the whole school community and referred to regularly.
- Encouraging children to tell a member of staff and / or their parents if they are being bullied or if they see someone else being bullied.
- Regular PSHE teaching following the agreed scheme of work with cooperative group work with the promotion of an emotionally open atmosphere. Opportunities to share feelings and have discussions about bullying and why it matters, e.g. through lessons which focus on emotions, relationships, social situations.
- Through the teaching of Character, consistently promote fairness, kindness, honesty and respect through 'Routes to Resilience'.
- Continued awareness and learning through the 'No Outsiders' scheme
- Taking part in national anti- bullying week, mental health awareness days.
- Awareness through anti bullying assemblies
- Circle time
- School Council
- Use of information from pupil and parental questionnaires.
- Continuing to promote staff development, including training for all staff, and understanding on the identification, prevention and management of bullying
- Drama/role play activities
- Implementation of playground mentors
- Playground buddies for children who are experiences difficulties settling into school.
- Providing spacious, well-supervised playground areas at lunchtimes and other break times with seating and quieter areas.

At individual level, children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance from learning mentors.

Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents. This may include support arranged by our pastoral team in the form of ELSA sessions for both the perpetrator and target of bullying.

There are particular times when children may be more vulnerable to bullying –lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

There are also locations about the school in which incidents or bullying are more likely to occur and again arrangements will be made to ensure that these are properly supervised or pupils will be forbidden access to these areas. A playground policy will be implemented to ensure:

- good management of play during break times;
- clear rules and guidelines on the consequences of breaking the rules;
- support for collaborative play;
- zoning of the space to support a range of games and activities; and
- Training and support for playground assistants.
- Training to be delivered to whole school staff on anti-bullying in line with current legislation and practices over each academic year.

### **Reviewing the Policy**

This policy will be shared with staff, parents, governors and pupils and reviewed by all stakeholders on a 2-year cycle or sooner should the need arise.