



# Anti-bullying Policy

Signed by headteacher: *A Hughes*

Signed by Chair of Governors: *David Bradley*

Date of Approval: October 2025

Date for review: October 2027



## AI Generated Summary

At Bitterne Manor Primary School:

- 🏡 We believe everyone has the right to be themselves, to feel included, and to learn in a safe and happy environment.
- 🤝 Every pupil, staff member, and visitor is entitled to respect and kindness.
- 🚫 Bullying of any form is not tolerated – whether by children or adults, in person or online.
- 🗣️ Staff, pupils, and parents are expected to report any bullying they know about.
- 📱 All reported incidents will be taken seriously, dealt with promptly, recorded, and monitored.
- 👤 Parents of both the victim and the person displaying bullying behaviour will always be informed.
- 🌟 We aim to create a culture of outstanding behaviour, where everyone understands the impact of their actions.

This policy explains:

- **What bullying is:** Repetitive, intentional behaviour that causes harm and involves a power imbalance.
- **Types of bullying:** Verbal, physical, indirect (including online), racist, homophobic, transphobic, sexist, sexual, ableist, prejudicial, relational, and socioeconomic.
- **Why it matters:** Bullying affects wellbeing, attendance, learning, and mental health, and can have long-term consequences.
- **Preventing bullying:** Through assemblies, the curriculum, building respect, celebrating diversity, and promoting healthy relationships.
- **Reporting concerns:** Pupils can talk to a trusted adult, their teacher, a teaching assistant, or the school's Anti-Bullying Ambassador (Kim Abbott). They can also use class "worry boxes" if they prefer.
- **Responding to bullying:** All incidents are investigated, recorded on CPOMS, and followed up. Victims receive support, and those displaying bullying behaviours are helped to understand and change their actions.
- **Support for families:** Parents are encouraged to report concerns and will be kept informed of actions taken.
- **Sanctions:** Appropriate consequences will be applied in line with the Behaviour Policy, and exclusion will only be used as a last resort.

Everyone in our school community – pupils, parents, staff, and governors – is expected to treat others with dignity and respect, both in person and online.

## Aims/Rationale:

### Feeling safe and happy at school

Bitterne Manor Primary School is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and is entitled to be treated with respect and kindness. At our school, we want to make sure that pupils are able to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour and pupils feel looked after, safe and happy when they are in and out of school.

### Statement of intent:

As a school we take bullying and its impact seriously. Bullying of any form is not tolerated, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded using CPOMS, as well as all follow up actions. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

### Legal framework:

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- 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
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) '*Sexual violence and sexual harassment between children in schools and colleges*' (guidance now incorporated into the term **child-on-child abuse** as referenced in *Keeping Children Safe in Education 2023*)."
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- [Behaviour Policy](#)
- [Safeguarding Policy](#)
- [Relationships and Sex Education Policy](#)
- [Suspension and Exclusion Policy](#)

### What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Bitterne Manor Primary School, our definition of bullying is:

**“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”**

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Intentional:** Bullying is targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

### Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

**Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.**

National research has shown that some groups of pupils are particularly vulnerable to bullying; these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

### Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal

- Indirect (including cyberbullying)
- Physical

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

**Relational bullying:** Bullying that primarily consists of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

### **Preventing Bullying:**

At Bitterne Manor Primary School, we foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

All types of bullying will be addressed through Anti-bullying Week and whole school assemblies. It will also be discussed as part of the relationships and health education curriculum, This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Further information on the SRE curriculum can be found on the school website: <https://www.bitternemanor.co.uk/personal-social-and-health-education/>

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through our learning values and various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. Book Buddies, lunchtime and after school clubs and sporting activities.

Mrs Carey, the school Emotional Literacy Support Assistant (ELSA) and SLT are available throughout the school day for pupils to speak to. Teachers will offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident.

Before a new pupil joins the school, particularly when this happens in-year, the pupil's teacher and the DSL will implement a strategy to prevent bullying from happening – this will include having a buddy system in place for the new pupil. Where a new pupil is deemed vulnerable, this strategy may involve further observation or intervention on the part of the DSL.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

The school will ensure pupils who may carry out bullying behaviour are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

### **Reporting bullying:**

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- The Anti-Bullying Ambassador (Kim Abbott)

Each class has a 'worry box' or 'worry monster' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to their child's class teacher, Miss Hughes (HT), Mrs Abbott (AHT) or Mrs Southwick (AHT). When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

### **Responding to Bullying:**

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and Learning Leader meetings.

All staff are required to record any incidents of bullying on CPOM's and any subsequent actions will then be logged,

### **Sanctions:**

If SLT is satisfied that bullying did take place, the pupil showing bullying behaviour will be helped to understand the consequences of their actions and warned that there must be no further incidents. The type of sanction to be used in this instance will depend on the severity of the bullying but may include withdrawal from the playground / classroom. They will also be told what future sanctions may apply if the bullying continues, e.g. continued withdrawal from the playground / withdrawal from residential trips and / or school events such as the disco. All sanctions will be applied in line with the school's *Behaviour Policy*, ensuring consistency and fairness across the school community.

Parents are informed of bullying incidents and what action is being taken.

SLT and the pupils' class teacher will informally monitor the pupils involved over the next half-term.

The school recognises that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

### **Support:**

In the event of bullying, pupils who have been bullied will be offered the following support:

- Emotional support and reassurance. This may include targeted support from the school ELSA.
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, including, how to report and block users
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying whether it is appropriate to split up pupils to prevent them sharing spaces (where possible) to prevent further occurrences. Pupils who have experienced bullying behaviours will be encouraged to broaden their friendship groups by introducing buddy systems and encouraging them to join lunchtime or after-school clubs or activities.

Pupils who have been bullied will be offered continuous support. The DSL will hold a formal meeting with the pupil and their parents / carers, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place until Miss Hughes, the pupil and their parents/carers are confident the bullying has stopped.

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Safeguarding Policy.

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. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

### **Procedures for parents:**

- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at Bitterne Manor Primary School and monitors the situation carefully.

- If a parent feels unable to talk to the class teacher, they should speak directly with Miss Hughes (Headteacher) or Mrs Abbott/ Miss Southwick (Assistant Headteachers).
- The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the school's complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

### **Record keeping:**

The DSL will ensure that robust records are kept with regard to all incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

### **Roles and responsibilities:**

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members, (all staff receive annual training on recognising, preventing, and responding to bullying, including specific training on child-on-child abuse and online safety, in line with *Keeping Children Safe in Education 2023*.)"

The Senior Leadership Team (SLT) are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the SLT of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher or SLT if they have any concerns that their child is the victim of bullying or involved in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

### **Monitoring and Review:**

This policy is reviewed every two years by the headteacher. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is September 2027.