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Statutory: N
Website: Y
Lead Person: DJ



ST KEYNA PRIMARY SCHOOL Anti-Bullying Policy

1. Rationale

At St Keyna Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils, where they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should feel able to tell someone and to know that incidents will be dealt with promptly and effectively. Our pupils need to know that we take their concerns seriously and that we take action to stop bullying.

2. Definition

- For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:
 - 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. -
 - Targeting:** Bullying is generally targeted at a specific individual or group.
 - Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

3. 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
- Physical
- Emotional
- Online (cyberbullying)

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 focusses 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 constitutes 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.

4. 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:
 - Ensuring all allegations of bullying are dealt with promptly, effectively and in line with the policy.
 - To report incidents of hate speech to BANES and Governors
 - 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.
 - Keeping an allegations of bullying log on CPOMS of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
 - Analysing CPOMS peer on peer data at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
 - Arranging appropriate training for staff members.

- All school staff (including Teachers, TAs, Nurture Practitioners, SMSAs, SLT, office staff) and outside providers are responsible for:
 - Being alert to social dynamics in school.
 - Being available for pupils who wish to report bullying.
 - Providing follow-up support after bullying incidents (or another suitable adult, depending on role within school)
 - Being alert to possible bullying situations, particularly exclusion from friendship groups.
 - 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 following the Home School Agreement:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in any way.
- 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.

5. Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual 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.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

6. Prevention

The school actively works towards the prevention of bullying. This is achieved through

- adopting a Restorative Justice Approach to dealing with disputes. This will be through Reflection Work in the Time In Room.
 - the on-going work of our E-Team who help us to be inclusive and celebrate our diverse community
 - the clear code of conduct set out in the Ammonite Code and by constantly referring to its statements
 - giving each child a copy of the '[Child Friendly Anti-Bullying Guide](#)-Appx 1'
 - writing a set of school rules and making children aware of them
 - writing stories or poems or drawing pictures about bullying
 - directly addressing bullying issues in assembly and through PSHE lessons and Jigsaw resources
 - exploring issues of bullying in circle time
 - having discussions about bullying and why it matters
 - constant vigilance and proactively challenging bullying behaviour
 - themed assemblies
 - taking part in school's anti-bullying week in November

7. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

8. Objectives of this policy are:

- to provide a common framework of understanding for all governors, teaching and support staff, pupils and parents/carers of what bullying is.
- to provide clear guidance for staff and governors in following up reports of bullying issues.
- to inform all pupils and parents/carers about the school's procedures for dealing with bullying, and what they should do if bullying arises.
- to assure pupils and parents/carers that as a school we take bullying seriously.
- to make it clear that bullying will not be tolerated.

The school aims:

- to promote appropriate and sensitive relationships of trust between staff and pupils.
- to create an ethos that is open and secure and one where staff are prepared to listen and respond to children's worries and concerns.
- to ensure that pupils are able to tell someone when they feel they are being bullied.
- to teach children strategies for dealing with bullying behaviour.
- to provide for our pupils a school experience that is happy and safe.
- to enable all our children to become confident young persons who are proactive in dealing with bullying, e.g. through School Council, the E-team, class worry boxes, Time4Me and PSHE lessons.
- to help our children learn respect for themselves and others.
- to ensure that each child feels valued.
- to be alert to incidents of bullying
- to be alert to changes in behaviour that may raise concerns that a pupil is being bullied.

9. Child-on-child abuse

St Keyna has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.

- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened. The school’s Child-on-child Abuse Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

10. Bullying outside of school

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 Child Protection and Safeguarding Policy.

The headteacher has a specific statutory power to sanction 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. Parents and carers are informed of this in the school’s Positive Behaviour Policy – Section 27.

Teachers have the power to sanction pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. 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 will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only sanction the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

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.

11. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook, Whats App, Tiktok

NB. The above list is not exhaustive, and cyberbullying may take other forms.

St Keyna has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in the Behaviour Policy if they become aware of any incidents.

All members of staff will receive training as needed on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents are updated as needed in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken

screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with the Behaviour Policy.

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.

12. Guidelines

The following steps should be taken when dealing with incidents:

1. If bullying is suspected or reported, the incident should be dealt with immediately by the member of staff who has been approached and where appropriate SLT should be informed and a brief written record put on CPOMs by the member of staff addressing the incident.
2. All staff who supervise pupils will be informed and will monitor behaviour.
3. Appropriate sanctions will be put in place. There will be times when the school's behaviour system of rewards and sanctions will be sufficient but at other times exceptional sanctions may need to be put in place.
4. Pupils who have been bullied will be supported by being given an immediate opportunity to discuss what has happened with a member of staff with whom they feel comfortable.
5. Pupils will be reassured that they are taken seriously and will be offered ongoing support which may include peer support at playtimes. The school will endeavour to restore their self-esteem and confidence.
6. Pupils who have bullied will be helped to take responsibility for their actions, and to consider the consequences of what they have done and the need to change. If appropriate, social and behavioural targets will be set up.
7. Homophobic, biphobic, transphobic, racist and disablist incidents will be recorded and if appropriate will be reported to the Local Authority using the set form.
8. Children have an opportunity to explore issues through e.g. through School Council, the E-team, worry boxes, Time4Me and PSHE lessons.
9. When a parent or carer raises a concern about their child they will be advised to speak to the class teacher in the first instance and if necessary a member of the SLT. Parents will be kept informed of progress made to resolve the issue.

13. Outcomes

1. The bully (bullies) and bullied will be led through a Restorative Justice approach to help ensure the bullies learn from their actions and the bullied feel their voice has been heard and their feelings recognised. Other consequences that are deemed appropriate may take place following the school Behaviour Policy.
2. Parents/carers of the alleged perpetrator(s)/victim(s) will be informed.
3. In all situations the needs of all of the children involved will be considered. Additional support and provision will be put in place as required.
4. In serious cases, suspension will be considered.
5. If possible, the pupils will be reconciled with the support of school staff and / or outside agencies using the Restorative Justice approach.
6. After the incident / incidents have been investigated and dealt with, each case will be monitored to

ensure repeated bullying does not take place.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) <http://www.ace-ed.org.uk>

Children's Legal Centre <http://www.childrenslegalcentre.com/> KIDSCAPE Parents Helpline

(Mon-Fri, 10-4) <https://www.kidscape.org.uk/> 020 7730 3300

Parentline Plus 0808 800 2222

Youth Access <http://www.youthaccess.org.uk/> 020 8772 9900

Bullying Online <http://www.bullying.co.uk/cyberbullying/> Kidscape website

<https://www.kidscape.org.uk/> Childline <https://www.childline.org.uk> Stonewall

<http://www.stonewall.org.uk/>

Monitoring, Evaluation and Review

The school will review this policy every two years and assess its implementation and effectiveness. The next review will be in May 2028

Other related policies:

Behaviour

Special Educational Needs

Inclusion

Equal Opportunities

If you require this policy in another format e.g. large print, Braille or audio-tape or in another language, please contact the school office.

What else can we do?

If we all remember to respect everyone else and to treat them kindly, we can help to make St Keyna a **Bully Free Zone**. Remember that at St Keyna we believe it is **OK to be Different**. Be respectful of each other's differences whether it is:

- Race or skin colour
- Gender—boy / girl
- Sexuality LGBT
- Religion
- Ability
- Belief
- Age

Be respectful



Be careful with the words you use -

STOP! THINK! if your words and

actions could be considered offensive or disrespectful to someone else.

How will the school help with bullying?

Adults will listen to children and take their concerns seriously. They will talk to bullies and make sure that they understand their behaviour is unacceptable.

The school will teach all children that bullying is wrong. We will teach children about how important it is to respect each other's differences. We will use our Ammonite Code to remind everyone of the right way to behave.

We care for ourselves, each other and our school

We are polite to everyone and listen to what they have to say.



St Keyna Primary School

Put a **STOP** to

Bullying! A guide for children



At St Keyna Primary School we want you to feel safe and happy.

We think it is ok to be different.

We respect and value each other and

believe bullying is wrong. We will support and help anyone who is being bullied and we will work hard to make sure, our school is a Bully Free Zone.



What is Bullying?

Bullying is deliberately hurting, teasing, frightening and being unkind to someone else. It is behaviour that is **repeated**. Bullying can be: **Physical**: punching, kicking, spitting, hitting, pushing.

Emotional: hurting people's feelings, leaving people out, doing things to deliberately upset someone or threatening.

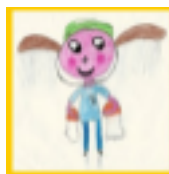
Verbal: teasing, name-calling, belittling

someone else, making fun of someone who is different, spreading unpleasant stories about someone else. **Cyber**: sending unkind or threatening texts, emails and online messages

Racist: calling people names because of their skin colour, race, religion or culture.

Homophobic - Lesbian, Gay, Bisexual, Transgender (LGBT): calling people names because they are gay or lesbian, or using these words in an inappropriate way.

We want our school to be a Bully Free Zone!



Who are part of the E-Team will look out for positive behaviour and will challenge behaviour that is bullying?

Remember to follow the Ammonite Code!



When is it bullying?

It is bullying when the behaviour is: **S**everal **T**imes **O**n **P**urpose

If you are being bullied, you should:

Start

Telling

Other

People

SAY NO TO BULLYING

What should I do if I see someone else being bullied?

- Tell an adult straight away.
- Be a friend to the person being bullied.
- Encourage them to tell.
- Don't join in with bullying behaviour.

How do I know it is bullying and not just people falling out with each other?

Sometimes children fall out with each other and may be unkind. They may disagree

about something. Bullying is when people are deliberately hurtful, threatening or unkind and this behaviour is repeated over time.

If you feel uncomfortable about the behaviour you see, talk to an adult—they can help you work out if it is bullying or not. They will know what to do.

You can tell a friend or speak to your

teacher. Tell an adult you trust.

Speak to the Headteacher, Mr Gumm, or the Deputy Head, Mr Eaton.

Put a note in your class worry box.

We will always take bullying seriously!

Bullying is not a one-off fight, an argument with a friend or a spur of the moment threat or unkind comment.