



## **Barrow CE Primary School**

### **Anti-Bullying Policy**

**Spring Term 2026**

**Let your light shine**

#### **Introduction and Overview**

Bullying can have a deeply harmful and lasting effect on individual pupils, especially if left unaddressed. Bullying can be a barrier to learning and have serious consequences for a pupil's self-esteem.

Bullying which takes place at school can have a lasting effect on a life well into adulthood.

Barrow School is intent upon effectively preventing and tackling bullying, and creating a safe, disciplined environment where pupils are able to learn and fulfil their potential.

This Anti-Bullying Policy sets out Barrow School's approach to tackling bullying.

**At Barrow CE Primary School, our Christian vision and ethos are an important part of providing guidance and models to our children to prevent bullying behaviour. Our mission is to nurture each child as a unique individual, and to develop each child using a holistic approach.**

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## 1. Statement of Intent

Barrow CE Primary School is committed to safeguarding its pupils and to providing as caring and friendly an environment as possible. We want all pupils to prosper in their learning and grow in confidence in a safe and secure school environment. Bullying of any sort can prevent this from happening.

Bullying is unacceptable at Barrow School and will not be tolerated. It is everyone's responsibility to prevent bullying and to tackle bullying as and when it occurs. *Anyone* who knows or suspects that bullying is taking place is expected to tell a member of staff.

We aim to constantly challenge attitudes that lead to bullying behaviour in any of its many forms, to promote an anti-bullying ethos in the school; to instil in pupils the confidence that incidents of bullying will be dealt with promptly and effectively; to increase understanding of those pupils who are subjected to or are responsible for, bullying; and to deal with bullying as part of a whole school behaviour policy.

This policy underpins Barrow School's commitment to its statutory duties and obligations under The Education and Inspections Act 2006, the Equality Act 2010, *Keeping Children Safe in Education* (2025) and DFE Guidance *Behaviour in Schools* (2024). This policy forms part of the school's wider Behaviour Policy.

## 2. The Objectives of this Anti-Bullying Policy are to ensure:

- All teaching and non-teaching staff, pupils, parents and governors fully understand the definition of bullying and know the various forms of bullying
- All teaching and non-teaching staff and governors know what action to take when bullying is suspected, seen, heard or reported.
- All pupils and parents know the school's stance on bullying and what to do if bullying arises.
- Pupils and parents are assured that bullying is taken seriously and those reporting any incident of bullying will be supported.
- That bullying concerns will be dealt with effectively and sensitively.
- Practices to prevent and reduce bullying are developed.
- We demonstrate our commitment to promoting respect for one another.
- The promotion of understanding and respect for cultural diversity by addressing all forms of prejudice and intolerance, including racism, sexism and homophobia.
- Bullying will not be tolerated.

### 3. Definitions of Bullying

Bullying is:

- Repetitive, wilful or persistent behaviour intended to cause harm, although one-off incidents can in some cases also be defined as bullying;
- Intentionally harmful behaviour carried out by an individual or a group;
- An imbalance of power, leaving the person bullied feeling defenceless.

Our children are taught the acronym STOP to reinforce the repetitive and intentional elements of bullying behaviour in age-appropriate language:

#### **STOP - Several Times on Purpose**

Our children are taught to recognise and understand the following forms of bullying:

Emotional bullying	Deliberately excluding a child from a group or from other children.
Physical bullying	Pushing, kicking, hitting, punching, intimidation or any use of violence, hiding possessions or stealing possessions
Verbal bullying	Name-calling, malicious gossip, sarcasm, spreading rumours, teasing, humiliating
Racist bullying	Racial taunts, graffiti, gestures
Homophobic bullying	Because of - or focusing on - issues of sexuality
Cyber bullying	Where technology is used to hurt an individual, including text messaging, emails or posting messages through social media.

Pupils who are perceived as different are particularly vulnerable to bullying behaviour.

There is no hierarchy of bullying. All incidents of bullying for whatever reason need to be taken equally seriously.

The school works hard to ensure that all pupils know the difference between bullying and pupils simply falling out with each other.

Bullying is as subjective as it is objective. Behaviour and actions that seem innocent to some may be perceived as bullying by others.

Onlookers who willingly observe bullying and do nothing to prevent it happening can often be part of the bullying.

Remember that a child may not have the confidence to report being bullied. A bullied child may purposefully or inadvertently indicate by signs or behaviour

that he or she is being bullied. Parents should be aware of these possible signs (a non-exclusive list of which is given below) and should investigate further, involving and informing the class teacher if necessary.

#### **4. Signs of bullying**

A child experiencing bullying may:

- Be unwilling to go to school
- Be frightened of walking to or from school or begs to be driven to school
- Become withdrawn, anxious or lacking in confidence
- Start stammering
- Cry themselves to sleep at night or have nightmares
- Feel ill in the morning
- Making themselves sick
- Begin to do poorly in school work
- Come home with books or clothes torn or damaged or with unexplained cuts or bruises
- Repeatedly lose possessions or dinner money
- Ask for money or start stealing money (usually to pay a bully)
- Become aggressive, disruptive or unreasonable
- Begin bullying other children or siblings
- Stop eating or binge eating
- Permanently tired
- Be frightened to say what's wrong
- Give improbable excuses for any of the above.
- Attempt or threatens suicide or run away
- Start bullying younger children themselves

Teaching staff and support staff should also look out for:

- Sudden or gradual deterioration of work
- Isolation
- Spurious illness
- Erratic attendance
- Desire to remain with adults
- Avoidance of the playground

Any of these behaviours could be symptomatic of other problems and may be nothing to do with a pupil being bullied. However, bullying should always be considered a possibility and investigated as such.

## 5. Pupils: How to get Help

If you are being bullied:

- Do not put up with a bully.
- Tell a teacher or any member of staff straight away. You can tell any adult whom you trust in school.
- Use the listening boxes in the classroom.
- Tell a parent or carer as well.
- Ask for moral support from friends or other pupils.
- Do not hit back or join in the same behaviour as it may result in you being accused of bullying or escalate (make worse) the situation.

If you see somebody else being bullied or know another pupil is being bullied, watching and doing nothing does not help and can make people think you support the bullying.

- Always tell an adult immediately (any teacher or member of staff, parent, carer, relative or friend)
- Use the school listening boxes.
- Do not put up with a bully in your group of friends. If you can, tell them that their behaviour is wrong and they should stop. Bullies tend to stop their behaviour if no one supports them.
- Do not intervene or get caught up in the bullying. This will make matters worse and may result in you being accused of bullying.
- Do not repeat unpleasant things and threats you may hear from someone else.

### **Barrow CE Primary School**

#### **Children's guide to anti-bullying**

#### **What is bullying?**

**STOP**

**Several Times on Purpose**

#### **Types of bullying**

Physical  
Verbal  
Emotional  
Cyber  
Racist  
Homophobic

#### **If you have a problem remember what to do:**

Tell an adult in school - it doesn't have to be your class teacher  
Tell a friend or playground buddy  
Put a note in any of the listening boxes in school  
Tell your parents or someone who know you well

**KEEP OUR SCHOOL A HAPPY SCHOOL AND A SAFE SCHOOL**

## **6. Action when Bullying is Reported**

Members of staff will listen carefully to what a pupil reporting bullying has to say and will record the incident in writing. Staff will offer immediate support to victims and put the school's procedures into operation to ensure:

- A prompt investigation
- The bullying is stopped
- Parents of all concerned are informed

Upon discovery of an incident of bullying, a teacher will discuss with the children concerned the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, or if bullying behaviour is in its early stages, a problem-solving approach will often help. Each pupil must be given an opportunity to talk, and the discussion should remain focused on finding a solution to the problem and stopping bullying from recurring. Where appropriate, consequences will be put into place to ensure that there is no further re-occurrence, securing the safety and well-being of the children involved. The bully or bullies will always be asked to genuinely apologise, in order for the pupils to be reconciled.

Staff will continue to watch for signs of further bullying and will ensure other colleagues who may encounter the problem are informed about it, but otherwise ensure confidentiality.

Direct action should give pupils confidence that all forms of bullying are unacceptable and will not be tolerated.

The bully will be made aware that his or her behaviour will not be tolerated. Appropriate punishment or sanctions should be awarded and the pupil informed of the consequences of any further bullying behaviour. The school will take action to help the bully or bullies change their behaviour.

In the event of a serious single incident or recurring bullying behaviour then it is essential parents or carers of the bullied pupil and the bully are informed. Exclusion may be justified. Serious injury or theft demands a serious response.

## **7. Recording of incidents of bullying**

- The adult recording the incident or events in writing should clarify the facts from each child involved, describing this using the child's own words.
- The report is placed on file within school.
- A record of the school's response must be made (to help with any future proceedings and to protect the school from possible future legal action).
- If the matter is more than an isolated incident, is a single serious matter, or there is a recurrence of bullying behaviour, the parents of all parties should be informed in writing. These letters should contain detailed accounts of events.
- If necessary the parents/carers of all parties should all be asked to come into school to discuss the matter.

## **8. Follow up Action**

Bullying can be very persistent and may recur. Consistent action, known consequences, and monitoring of behaviour is highly likely to deter future bullying behaviour. Follow-up enquiries with bullied children are essential to check that bullying has not started again, (a) within two weeks, and (b) within the following half term.

## **9. Prevention of Bullying and Promotion of a Supportive Community**

This anti-bullying policy is part of a wider behaviour policy that aims to develop the behavioural skills of pupils to ensure respect of others. Pupils are encouraged to work attentively, co-operate, take turns and avoid conflict. Each year in September, classes talk about expectations of pupil behaviour and class discussions take place to reinforce anti-bullying strategies. Teachers receive training in effective classroom and behaviour management. They promote skills in children – particularly in Key Stage 1 - so they learn to manage their own behaviour. Members of staff are trained to focus on children who have a particular difficulty before problems become entrenched.

Various strategies can be applied if more than one pupil is involved in bullying another. Children need to be reminded on a regular basis of the different forms of bullying and what to do if they are bullied. Barrow School holds an anti-bullying week and the termly cycle of assemblies has anti-bullying assemblies timetabled in. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, these can be effective ways of sharing information and can provide a forum for discussing important issues such as equal rights, relationships, justice, British values and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

## **10. Guidance for parents**

- Take an active interest in your child's social and school life, discuss friendships and any problems they have.
- Watch for possible signs of bullying (see Section 4 above).
- Inform the school at once if you think your child may be being bullied or is bullying and ask to meet your child's teacher.
- Together with the school, devise methods of dealing with the problem that will provide your child with support both inside and outside school.
- Do not encourage your child to hit back, as this can escalate the problem and can result in bullied children being wrongly accused of being a bully - a miscarriage of justice.
- Try to encourage your child to make friends. A child with good friends is less likely to be bullied.

## **11. Monitoring and Feedback**

Monitoring by the class teacher and any other relevant member of staff helps progress, resolution, and enables follow-up to show whether action taken in furtherance of this policy is really effective. Reference to records used for

monitoring the effectiveness of this policy shall omit any identification to persons involved.

Records of bullying complaints will be kept by the school for a minimum of two years. Records may be kept longer at the discretion of the headteacher who will take into account the views of the parent/carers of the child who was bullied.

It is essential to emphasise this policy at the beginning of each year, specifically to new pupils, parents and staff.

The governing body will monitor the effectiveness of this policy through the Curriculum and Safeguarding Committee.

## **12. Evaluation**

Data from monitoring and feedback from staff, families, pupils and governors will greatly assist in the reviewing and updating of this policy.

Research shows that a regular emphasis on anti-bullying through head teacher's reports, school newsletters, assemblies and staff focus will lead to:

- Staff being more vigilant and responsive to bullying
- Fewer pupils experiencing bullying
- Fewer pupils bullying others
- Fewer pupils joining in or tolerating bullying of others
- Increased confidence in pupils to report bullying

Raising pupil's awareness and understanding of bullying makes them more likely to report incidents. This may result in a short-term rise in reporting of incidents.

Refreshed Policy adopted by the Governing Body in July 2017

Last reviewed: Spring Term 2026

Next review: Spring Term 2027