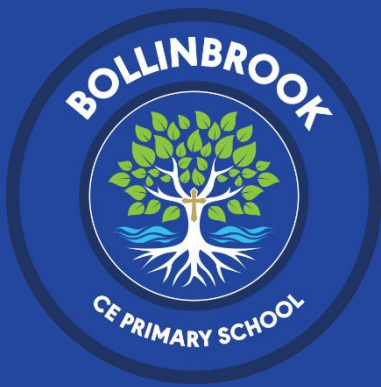




ANTI-BULLYING POLICY

'...like a tree firmly planted by streams of water which yields its fruit...'

Psalm 1v3



Bollinbrook CE Primary School Anti-Bullying Policy

Recommended by	L Le Marinel
Approved by	FGB
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Legal Status	

CHANGE RECORD FORM

Version	Date of change	Date of release	Changed by	Reason for change
1.1	November 2020	December 2020	L. Le Marinel	Completion of training / separate from behaviour policy
1.2	August 2021	September 2021	L. Le Marinel	Annual Update
1.3	August 2022	September 2022	L. Le Marinel	Annual Update
1.4	August 2023	September 2023	L. Le Marinel	Annual Update
1.5	August 2024	September 2024	L. Le Marinel	Annual Update
1.6	January 2025	January 2025	L. Le Marinel	Review of procedures
1.7	August 2025	September 2025	L. Le Marinel	Annual Review
1.8	August 2026	September 2026	L. Le Marinel	Annual Review



Mission Statement

... 'a tree firmly planted by streams of water which yields its fruit...' Psalm 1v3

At Bollinbrook CE Primary the Christian value of 'Love' is at the heart of who we are as a community. We teach our children to be rooted in Jesus Christ so they develop a love of learning that supports their academic, emotional and spiritual growth. If rooted in Christ, children can grow into who they were created to be. Based on Psalm 1v3, 'like a tree firmly planted by streams of water which yields its fruit...' We are helping our children grow spiritually, emotionally and academically laying firm roots that will provide strong foundations and bear fruit that will help them on the next stage of their educational journey.

- This policy is based on the Church of England Guidance '[Flourishing for all](#)' DfE guidance [Preventing and Tackling Bullying 2017](#) and supporting documents. It also considers the DfE statutory guidance [Keeping Children Safe in Education 2026](#) and [Sexual Violence and Sexual Harassment between children in schools and colleges](#) guidance. The setting has also read Childnet's [Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#) and DfE research into antibullying practices: "[Preventing and Tackling Bullying](#)" DfE July 2017

This policy is underpinned by our 'behaviour statement' and take into account the following guidance for schools:

[Behaviour and discipline in schools](#)

[Behaviour and Discipline in Schools - Guidance for Governing Bodies](#)

It should be read in conjunction with:

Safeguarding Policy, Online Safety Policy, Social Media Policy, Behaviour Policy and Exclusions Policy.

Philosophy

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

At Bollinbrook Primary School, we acknowledge that bullying does happen in school settings from time to time – indeed, it would unrealistic to claim that it does not. When bullying does occur, everyone should be able to "tell" (report) and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Our three school values of 'Honesty, Love and Respect' are displayed in each learning space and referred to in conversations around conduct. We explicitly teach children how to behave through our PHSE curriculum and during collective worship.



We recognise neurodiversity as a natural part of human difference and actively promote understanding and acceptance of neurological differences within our school community

Policy objectives:

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To promote a culture of belonging where every child feels welcomed, valued, respected and included within the school community
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures

What is Bullying?

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (Cyberbullying may include misuse of online platforms, messaging services, gaming environments, social media or emerging technologies including artificial intelligence tools.)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)



- Sexual orientation (homophobic or biphobic)
- Special Educational Needs and Disabilities (SEND)
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

We recognise that children with SEND may be disproportionately vulnerable to bullying due to differences in communication, social understanding, emotional regulation, sensory needs or physical disabilities. Staff will take proactive steps to promote inclusion, belonging and positive peer relationships for all pupils.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. To make things clear to the pupils we use the acronym STOP as a guide, an action and a solution.

E.g. STOP= Several Times on Purpose

STOP= Stop it, I don't like it

STOP= Start Telling Other People

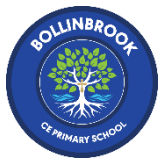
It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not always classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships and build resilience.

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

However, we recognise that repeated friendship problems can lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example].

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience



bullying throughout their day and including when they are at home. We are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the local Community Police Officer about problems on the streets
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Discuss coping strategies with parents
- Talk to the children about how to handle or avoid bullying outside the school premises

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMs and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Prejudice based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously. The school records and monitors incidents involving protected characteristics and other vulnerabilities in order to identify patterns, inform staff training and support preventative work. The headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Prevention and tackling bullying incidents

Bollinbrook CE Primary School recognises that creating an inclusive culture is one of the most effective ways to prevent bullying. Through our curriculum, collective worship, pastoral support, restorative approaches and daily interactions, we actively promote empathy, respect, kindness, diversity and belonging, ensuring that all children feel safe, valued and able to flourish.

At Bollinbrook we have a dedicated pastoral team who work closely with children and families. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

When a parent or student reports a case of bullying the Pastoral Team will explore if it is bullying or a conflict or fight between children and determine a course of action.

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.



- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, circle time and our pupil welfare group.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- Actively create “safe spaces” for vulnerable children.

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at Bollinbrook Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. Information shared in such situation will be kept strictly confidential and, on a need to know basis with key staff involved with the child.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

1. Report all bullying allegations and incidents to class teacher in the first instance – this will be passed to the Pastoral Team. Parents can request a meeting with the class teacher and pastoral lead to do this or email concerns to pastoral@bollinbrook.cheshire.sch.uk and cc in the class teacher. This allows a process of escalation through to SLT should the need arise.
2. This information will then be used to look in to the bullying allegations.
3. The Team will make sure the victim(s) is and feels safe and get the voice of the child in this situation.
4. A period of monitoring will need to take place to determine if it is a bullying incident or a case of falling out or disagreement.
5. The views, wishes and feelings of all children involved will be considered as part of the investigation process.
6. Parents will be informed in the initial correspondence (either the face-to-face meeting or email what will happen and the timeframe for which the school will use to look into the concerns thoroughly.

Where there is evidence of bullying:

1. Appropriate advice will be given to help the victim(s).
2. Pastoral will listen and speak to all children involved about the incident separately.
3. The problem will be identified and possible solutions suggested.
4. Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.
5. Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
6. Staff will reinforce to the bully that their behaviour is unacceptable.
7. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
8. If possible, the pupils will be reconciled.
9. An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
10. In cases of bullying, the incidents will be recorded by staff on onto CPOMs which is the school safeguarding system.
11. In cases of bullying, parents will be informed and will be invited to come into school for a meeting to discuss the problem.



12. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. A reasonable timescale will be in place to allow this to happen (5-10 school days)
13. After the monitoring period, school will provide written feedback to parents regarding progress since an investigation. Parents will have the option as part of this to speak again with class teacher for reassurance that no further incidents have occurred.
14. Bullying incidents will be discussed regularly at staff meetings.
15. The pastoral team will present termly reports on bullying incidents to the Governors. Where more immediate Governor support is required, the pastoral team will engage with the Governor responsible for safeguarding or their delegate.
16. If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services or police will be consulted.
17. In the event that a formal complaint is made, this will be handled in accordance with the school complaints policy.

The following sanctions may be used:

- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Lose playtimes (stay with class teacher, or do extra work)
- Spend playtimes and lunchtimes with an adult
- Parents will be invited in to school
- Go on a behaviour improvement plan
- Be removed from class and work in isolation (internal exclusion)
- Report to the Headteacher or Deputy Headteacher
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Fixed term exclusion
- Permanent exclusion

All cases that fulfil the criteria for bullying are dealt with in a systematic way by the team and all children involved will be spoken to individually.

All cases that do not fulfil the criteria for bullying will still require a period of to ensure nothing further escalates.

Parents will be informed again in the same ways as a bullying incident through the initial correspondence (either the face-to-face meeting or email detailing what will happen and the timeframe for which the school will use to look into the concerns thoroughly.

Working with the child showing bullying behaviour

- Discuss with the parents / carers the issues
- Determine if there are issues at home that could be causing the behaviour
- Let the child and their parents know what the school plans to do
- The school will put in place appropriate strategies depending on the needs of the child e.g. Behaviour Chart / IBP
- Refer to outside Agency if appropriate – Bullying Prevention Co-ordinator Cheshire East LA
- Ensure regular follow up after intervention has finished.



While bullying behaviour is never acceptable, the school recognises that behaviour can sometimes be a form of communication. Where appropriate, staff will seek to understand any unmet needs, difficulties or underlying factors contributing to behaviour and provide support alongside any consequences or sanctions.

Strategies for the prevention and reduction of bullying

Alongside our approach, other whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These will include:

- Involving the whole school community in writing and reviewing the policy
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Producing a 'child speak' version of the policy for the children
- Each class agreeing on their own set of class rules
- Making national anti-bullying week a high-profile event each year
- Awareness raising through regular anti-bullying assemblies
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to support this policy – including the 'No Outsiders' resource
- Introduction of a confidential 'Worry' box where children and parents/guardians can write and post their concerns and ideas
- Using praise and rewards to reinforce good behaviour

In addition, we can also do the following if needed:

- Circle time on bullying issues
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulty
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Prominently displaying anti-bullying posters produced by the children around the school
- Introducing playground improvements and initiatives
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular anti-bullying training for all staff

Monitoring and review

Bullying data will be analysed termly to identify trends relating to year groups, vulnerable pupils, SEND, protected characteristics and locations within school, enabling preventative action to be planned proactively.

Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
Childline: www.childline.org.uk



BOLLINBROOK CE PRIMARY SCHOOL ANTI-BULLYING POLICY

Family Lives: www.familylives.org.uk
Kidscape: www.kidscape.org.uk
MindEd: www.minded.org.uk
NSPCC: www.nspcc.org.uk
Restorative Justice Council: www.restorativejustice.org.uk
Victim Support: www.victimsupport.org.uk
Young Minds: www.youngminds.org.uk
Young Carers: www.youngcarers.net

