



SP22: Anti-Bullying Policy

Owning Committee: FGB

Owning Governor: David McKinney

Owning School rep: Julie Robinson

Date of Approval: July 2026

Date of next review: June 2027

AIM OF DOCUMENT: *The children are protected from bullying. The parents and staff know what the procedures are for bullying.*

HOW DOES THIS DOCUMENT HELP THE CHILDREN? *The children are protected from bullying and it will be appropriately dealt with following procedure*

Revision History

Version	Update details	Date of approval
V9	Re-written using up to date guidance feedback from parents staff and children	November 2023
V10	Additional points added following investigation process	June 2024
V11	Checked and ready for signing	June 2025
V12	Added in Allergy Safety following the introduction of Benedicts Law into statutory guidance	July 2026

Introduction:

At Sheet Primary School we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential.

We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it.

We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours.

If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively.

Bullying will never be tolerated at our school. At Sheet Primary School we encourage open discussions around differences between people, we actively challenge prejudice and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance annually and was formulated in consultation with the whole school community with input from:

1. Members of Staff – through:

- Staff meetings and briefings
- Staff surveys on behaviour and anti-bullying

2. Governors – through:

- Governor visits as part of the monitoring schedule.
- Parent/governor questionnaire results
- Annual ratification of the policy

3. Parents and Carers – through:

- Parent/governor questionnaire results and suggestions

4. The children through:

- Pupil surveys and pupil voice
- Year 5/6 working team (child friendly Anti-bullying leaflet)

This Anti-Bullying Policy is available:

- On the school website [here](#)
- From the school office
- A child-friendly version is displayed around school

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head Teacher has overall responsibility for the policy and its implementation. They are responsible for liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

"Bullying will never be tolerated at our school..."

The Headteacher is responsible for:

- Policy development (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
 - Implementing the policy and monitoring and assessing its effectiveness
 - Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Lead/Leads (DSL) in our school are: Julie Robinson and Maddy.

Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns. The nominated Governors with the responsibility for Anti-bullying (behaviour) is David McKinney.

At Sheet Primary School, the older children in Year 5/6 came up with our definition of bullying, they considered the definition of bullying provided by the Anti-Bullying Alliance together with their own contributions:

Bullying is when a person or group repeatedly and intentionally hurts somebody emotionally or physically. It often involves an imbalance of power, whether real or perceived and can happen in-person directly or indirectly and online at any age.

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities).

Bullying may also be motivated by a pupil's medical condition, including food allergies or anaphylaxis. Deliberately targeting or intimidating a pupil because of their allergy, or intentionally exposing them to a known allergen, will always be regarded as serious bullying behaviour and may also constitute a safeguarding concern.

Bullying can be motivated by actual differences between children, or perceived differences. However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out.

Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional).

Usually, following a relational conflict incident, pupils show remorse and there is a general willingness

to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying.

Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At Sheet Primary School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved including any special needs.

Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, transphobic, disablist or religious based abuse
- Medical Condition or Food Allergy Related - Threatening a pupil with food or substances containing a known allergen, deliberately attempting to expose a pupil to a known allergen, tampering with food or drink, mocking or ridiculing a pupil because of their allergy or emergency medication, preventing a pupil from accessing emergency medication, excluding a pupil from activities because of their allergy, or making false claims about ingredients or allergens in food

This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships.

At the same time, we know that some bullying in society is passed off as 'just banter', and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines 'prosocial banter' as 'playful, typically funny, teasing between friends'. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying.

School staff will distinguish between banter and bullying by taking careful consideration of the intention, content and topic of reported incidents.

Where does bullying take place?

At Sheet Primary School we understand that bullying is not confined to the school premises.

Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns:

At Sheet Primary School we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously.

We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems.

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk. We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place.

Our school has a worry box in the hall where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – this worry box was introduced to the pupils in the summer and pupils are reminded of them regularly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/Carers:

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher to explain their concerns. They will come directly to the school with their concerns rather than discussing them with other members of the school community in person or online. Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly.

The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. When making the initial note of concern the teacher will ask the Parent or Carer if they require the school to provide an update on the action taken if appropriate and record whether or not an update is required by the Parent or Carer on the CPOMS record.

Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's recording system (CPOMS) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Other members of staff may become involved as outlined below.

The Headteacher may become involved at any point in the process if deemed appropriate.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates. Where the school is able to update the Parent or Carer on the concern reported, the Parent or Carer should be asked for an acknowledgement that the reply has been received and no further action is required.

School staff:

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community.

If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told. We ask that staff report their concerns to a Designated Safeguarding Lead/directly to SLT as appropriate and this should be recorded on CPOMS where other relevant staff members will be alerted.

The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk. We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to. The member of staff may differ depending on the purpose of the visit (e.g. supply teacher, governor, external agency etc).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/a member of the Senior Leadership Team.

We ask that visitors report their concerns in person by the end of the school day.

The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

How our staff will respond to reports of bullying:

At Sheet Primary School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated.

Any incident involving the deliberate use of, or threatened exposure to, a known allergen will be treated as both a bullying incident and a potential safeguarding concern. The Designated Safeguarding Lead will be informed immediately, parents will be contacted without delay, and appropriate disciplinary action will be taken in accordance with the Behaviour Policy. Where there is evidence that a pupil has deliberately attempted to expose another pupil to a known allergen, the school will consider whether the matter requires referral to external agencies.

Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected. Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMs). These records are used to identify trends and inform our school's preventative work.

Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns. Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis.

Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate consequences in accordance with our school's behaviour policy. These consequences will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)

- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Hampshire MASH team and complete an IARF if appropriate.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying:

At Sheet Primary School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Living our values: Kindness, Respect, Courage,, Effort, Positivity and through the school ethos
- Ensuring that the school actively promotes the celebration of difference and diversity through the school's PSHE curriculum
- Robust RHE curriculum for all year groups using the Jigsaw resources
- Promoting awareness and understanding of food allergies, anaphylaxis and other medical conditions through the curriculum, assemblies and age-appropriate health education, helping pupils understand how to keep each other safe and why teasing or exposing someone to an allergen is unacceptable.
- Taking part in Anti-Bullying week annually (November)
- Specific curriculum inputs for online safety and cyberbullying
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Specific initiatives for identified individuals or groups
- ELSA sessions with identified children on a 1:1 or small group basis
- Anti-Bullying page on the school website
- Visits from external agencies (e.g. NSPCC etc) and assemblies
- All staff model expected behavior

Links with other Policies:

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

- Safeguarding Policy
- Child Protection Policy
- On-line Safety Policy
- SEND Policy
- Allergy Safety Policy
- Supporting Pupils with Medical Conditions Policy
- PSHE and RHE Policy
- Behaviour Policy
- Equality Policy

Useful Links and Supporting Organisations The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net Cyberbullying
- Childnet: www.childnet.com • Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying SEND](http://www.gov.uk/government/publications/preventing-and-tackling-bullying-SEND)
- Changing Faces: www.changingfaces.org.uk • Mencap: www.mencap.org.uk

- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability-10 theeducationpeople.org](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability-10-the-education-people.org)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0- to-25 Race, Religion and Nationality](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25-Race-Religion-and-Nationality)
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk

- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card www.srtrc.org/educational LGBTQ+
- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org • EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org • Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk Sexual Harassment and Sexual Bullying
- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Child friendly leaflet designed by a Year 6 child

THE "SHEET" OF BULLYING

S – Stand up for yourself
Don't let them bully you stand up and tell them to stop!

H – Help others
If you see someone is being bullied help them and don't walk away or you are just as bad as the bully.

E – Equal
Everyone deserves the same amount of respect.

E – Emotions
Bullying can affect people physically and mentally.

T – Tolerance
Accepting everyone for who they are is what will stop bullying.

DO'S & DON'TS

DO

- Tell a adult- anyone your teacher, the headmistress or friend anyone
- Talk about how it is making you feel
- Don't let it ruin your self-esteem
- Don't let it carry on

DON'T

- Be mean back- doing the same back will only make it worse
- Stay quiet- if you don't tell someone no-one can help you
- Think you are alone- you are not alone in this anyone at Sheet can help you





Be yourself



Respect

SHEET PRIMARY SCHOOL
ANTI-BULLYING POLICY
Bullying is not allowed at our school – FRIENDSHIP AND KINDNESS IS!

TYPES OF BULLYING

CYBER- online on apps or games

INDIRECT- rumors, gossip, looks

DIRECT- physical, face to face

PHYSICAL- hurting you, hitting, kicking, punching

EMOTIONAL- hurting someone's feelings

VERBAL- you are telling them something, teasing or calling names

WHY HAVE AN ANTI-BULLYING POLICY?

Bullying is unacceptable and needs to stop. Having a policy tells the students what we expect and if they are being bullied or are a bully that they can get help and that the bully needs to stop!

WHERE DO YOU GO AND WHO DO YOU GO TO?

You can go to anyone. Any member of staff, any trusted adult or any of your friends.

If you aren't comfortable to talk to someone you can write it down and put it in the worry box. Even if you do not want to do that you can talk to an adult at home and they can talk to the teachers or headmistress about it.

Either way your voice will be heard and your worries will be dealt with.

What is bullying?

Bullying is when a person or group is repeatedly and intentionally hurting somebody emotionally or physically.

It often involves an imbalance of power, whether real or perceived and can happen in-person, directly or indirectly and online at any age.

STOP BULLYING

PHYSICAL BULLYING
VERBAL BULLYING
SOCIAL BULLYING
CYBER BULLYING



