

Anti-Bullying Policy 2026-27

Our mission statement:

Learn Love Laugh

Safeguarding

If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Equality

This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

<i>When reviewing/In approving this policy, you are confirming that the policy raises no equality issues by having an impact that may disadvantage one or more of the target groups below:</i>		
<i>Age</i>	<i>Marriage & Civil Partnership</i>	<i>Religion, Faith and belief</i>
<i>Disability</i>	<i>Pregnancy & Maternity</i>	<i>Sex</i>
<i>Gender Assignment</i>	<i>Race</i>	<i>Sexual Orientation</i>

Anti-Bullying Policy 2026-2027

At Sandford St. Martin's Primary School, Staff, Parents and Children work together to create a happy, caring environment that children want to belong to.

We acknowledge that the potential to bully is possible in any community and that bullying must be acknowledged and responded to immediately. This includes supporting the bully as well as the victim.

Bullying can be subtle and can be indirect.

Defining bullying

The anti-bullying alliance defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

At Sandford St Martin's our child-friendly definition of bullying framed using the acronym 'S.T.O.P':

S EVERAL
T IMES
O N
P URPOSE.

Several = more than twice

Times = in rapid succession, inc over a number of weeks

On Purpose = targeted, deliberate, unprovoked, imbalance of power

Bullying is intentional and repetitive. This policy does not cover isolated or one-off incidents; these are covered in the positive behaviour policy.

Everyone is responsible for preventing occurrences of bullying and helping to resolve incidents quickly and effectively.

Staff, Parents and Children are encouraged to report incidents of 'unhappiness' and bullying to the child's teacher as soon as they can, even when there is insufficient evidence to be totally sure. Staff are trained and supported to follow appropriate procedures in school, including the implementation of this policy. We are committed to ensuring children have trusted adults in their lives and regularly provide 'talk' time for children to share their worries. Children are reminded that they must tell an adult if they are being bullied.

If the information/upset is discovered and communicated by a parent, the best point of contact is the child's class teacher. Sometimes the school will escalate an incident

for the attention of the Assistant Headteacher, Deputy Headteacher or Headteacher. The school takes incidents on bullying very seriously, but this does not mean that the Headteacher must and should deal with every incident. In the most serious cases of bullying Senior Staff will always be involved to support parents and children. We recognise that bullying is very distressing and needs sorting immediately – school staff will always seek to hear and react to any bullying information at the point it is reported.

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be subtler. The different types of bullying are some of the ways that bullying could be happening.

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long-term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual targeted. This can happen face to face, behind someone's back or online (see cyber bullying, below).

Social/psychological bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. This can happen face to face, behind someone's back or online (see cyber bullying, below).

Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

Abusive or hurtful texts emails or posts, images or videos
Deliberately excluding others online
Nasty gossip or rumours
Imitating others online or using their log-in

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should look out for changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns or lacking concentration. These signs could indicate other problems but bullying should be considered a possibility and investigated.

When bullying occurs

We take a caring but direct approach by listening to both the victim and bully. We believe that there is often a reason why people bully and that young children need to be given the opportunity to express the reason why/feelings behind the behaviour(s).

We listen at length to the victim showing patience and understanding. The victim will often need reassurance that it is good and right to tell about any bullying.

The victim also needs to know that the adults will help sort the problem out and will not allow bullying to continue.

Equally the bully must know that the adults will persist until the bullying ceases. The adults will be there to help them fully learn to behave in a caring and socially appropriate way but will not tolerate any form of bullying.

PROCEDURES

Find out

- Discuss with victim: listen-believe-act
- Identify bully/bullies, obtain witnesses if possible
- Discuss with bully/ies
- Discuss with teacher/key stage lead/Deputy Head/Head teacher

The Headteacher will decide whether to involve the Parents at this stage.

*To protect the victim and to ensure full facts are known and understood, great care must be taken to speak **individually** with all concerned, and record what is said. Our aim is for the person(s) doing the bullying to understand the impact of their actions, but this must be handled sensitively and victims should not be asked to speak in front of any perpetrator when facts/evidence are being gathered. Likewise, any **witnesses** should be spoken to one by one, and their words written down too. This helps to ensure a full picture is known and understood before proceeding.*

Staff will be mindful to reduce the potential for children to change their stories, unduly influence others' responses or for any pressure to be put on witnesses, perpetrators or victims by anyone involved. At times this means we will separate children in the school building while they are waiting to be spoken with. We may use multiple adults to speed up the gathering of statements/accounts.

Red alert system

The identified children will be put on 'red alert'. Everyone who works with the children (including lunchtimes) will be watching to identify what actually happens and the information will be reported back to the Deputy Headteacher/Headteacher. This is usually for a week but can be for up to a month. All information is discussed with Staff and Parents so that a satisfactory and positive solution can be found.

Monitoring the situation

The victim and bully must be made aware that action is being taken to resolve the situation and will continue through regular checking until everyone is happy that the situation is under control and has permanently ceased.

Record Keeping

As required by Ofsted, all incidents - potential, real or found to be without substance - will be recorded and archived. This is to demonstrate our school's continued vigilance and consistent approach for the purposes of accountability/protecting children.

Changing Behaviour

Strategies are used to help the bully as well as the victim.

The bully needs help in controlling his/her behaviour in responding to situations in a socially acceptable manner and in recognising that adults are available to teach strategies to help provide support in other ways e.g. charts for good behaviour, parents checking each day to reinforce positive behaviour. Our tariff of sanctions and rewards give a list of expectations and reinforces how unacceptable bullying is (in any form). It also details potential sanctions/actions school leaders may utilise. It is important that the impact of bullying on others is known and understood by all involved and the school will always seek to achieve this using restorative approaches. We also know it is very important to identify underlying causes of bullying e.g. self-esteem, mental health, social interaction difficulties and to offer support that may help e.g. ELSA, friendship/social skills interventions.

Positive Behaviour Policy

This Anti-Bullying Policy has strong links with our school's Positive Behaviour Policy. Therefore, the reading of the Positive Behaviour Policy and associated tariff of sanctions and rewards is recommended.



SANDFORD ST MARTIN'S CE (VA) PRIMARY SCHOOL

ANTI-BULLYING POLICY	
Date adopted: March 2026	Version: 5.0
Last Reviewed: March 2026	Review Cycle: To be reviewed annually, alongside Positive Behaviour Policy, or whenever legislation changes.
Revision Ref:	Review March 2027 (alongside Positive Behaviour Policy)
Author/Owner:	Standards and Assessment Committee
Policy Type:	Safeguarding

Document History

Issue	Date	Owner	Author of change	Details
2.0	13 Feb 20	DSL	DSL	Three Yearly Review
3.0	09 Feb 23	DSL	HT	Annual Review
4.0	08 Feb 24	DSL	HT	Annual Review
4.0	March 25	DSL	HT	Annual Review
5.0	March 26	DAL	HT	Review and definition