

Anti-Bullying Policy & Guidelines

Claybrooke Primary School



Approved by:	Hugo Venter, CoG	Date: March 2026
Signed:	<i>Hugo Venter</i>	
Last reviewed on:	March 2026	
Next review due by:	March 2027	

Contents

1. What is bullying?
 2. What are the signs of bullying?
 3. What steps will be taken?
 4. Sanctions for bullying
 5. Reporting to parents
 6. Reporting from parents
 7. Recording bullying
 8. Outside school
 9. Within school
 10. Evaluation and review
- Appendix A: STOP Poster

Discipline is at the heart of the school. Good behaviour throughout the school enables teachers to teach and children to learn and provides a safe, secure and happy environment for all.

We believe that children learn by example, using positive guidance, routine and rules. Children will have the best opportunities to learn when we specify the behaviour we expect from them, both in and out of the classroom. This includes behaviour of parents towards teachers and staff.

We believe in promoting good behaviour and celebrating it through a variety of acknowledgements. We will not tolerate acts of bullying, whether verbal, physical, cyber or social. We feel that children have the right to be, and feel safe, in school. We feel that it is important to have appropriate sanctions for dealing with acts of bullying.

All staff have a responsibility to deal with acts of bullying, but the PSHE Curriculum Co-Ordinator has a specific role within Claybrooke Primary School to promote Anti-Bullying.

Links with other policies

You may find it helpful to read this Anti-Bullying Policy alongside the other following school policies

Policy	How it may link
Child-on-child Abuse Policy	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school's RSHE curriculum and how we teach about relationships, friendships, and bullying

Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response
-------------------	--

www.claybrooke.leics.sch.uk/policies

What is bullying?

At Claybrooke Primary Schools we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

‘Bullying is 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’

Additionally, we acknowledge that incidents between pupils, termed ‘relational conflicts’ or falling out, may not qualify as bullying but still require support. Relational conflicts typically occur between individuals of similar power and are often isolated incidents where both parties show remorse and a willingness to resolve the issue.

While not all relational conflicts lead to bullying, unresolved issues can create a pattern that leads to harm. Such incidents may happen in front of bystanders, who may witness the behaviours.

Regardless of whether an incident is categorised as relational conflict or bullying, our school will intervene to help resolve negative feelings. We will monitor these situations closely to prevent escalation and ensure all pupils involved, including bystanders, feel supported. All members of our school community are expected to report any concerns about bullying incidents that they are aware of.

Bullying behaviours may include:

- **Physical** – hitting, kicking, taking belongings.
- **Verbal** – name-calling, threats, offensive remarks.
- **Emotional** – spreading rumours, excluding others.
- **Online** – cyberbullying carried out on electronic devices, such as pcs, laptops, smartphones, tablets, gaming consoles or smartwatches, via apps, AI, gaming and/or social media.

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

Protected Characteristics

Claybrooke Primary School is committed to promoting equality and preventing bullying related to any of the protected characteristics as defined in the Equality Act 2010. We recognise that bullying can be targeted at individuals or groups based on these characteristics, and we take proactive steps to ensure all pupils feel safe, respected, and included.

The protected characteristics are:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

Definitions of prejudice-based bullying:

Bullying based on disability (disablist) – is where the motivation for bullying behaviour is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

Bullying based on gender reassignment (transphobic) – is when the motivation for bullying behaviour relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

Bullying based on race or ethnicity (racist) - is where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race.

Bullying based on religion or belief – is where the motivation for bullying behaviour relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Bullying based on sexual orientation (homophobic or biphobic) – is where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

Bullying based on sex (sexist) – is where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex or gender. A person could also be targeted because of their association with someone with the protected characteristic of sex.

Other form of bullying

At Claybrooke Primary School, we recognise that bullying can be targeted at individuals for other characteristics, including:

Bullying based on appearance or health conditions – is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

Bullying based on weight is where the motivation for bullying behaviour related to a target's individual weight or size. It can also stem from negative stereotypes and biases about weight.

Bullying based on home circumstance – is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low-income family or in receipt of free school meals.

Our anti-bullying approach includes monitoring incidents related to all these characteristics, educating pupils about diversity and inclusion, and ensuring staff are trained to respond appropriately. We work closely with families and external agencies

What are the signs of bullying?

Children or young people may: -

- be frightened of the journey to school
- refuse to attend school
- arrive home very hungry
- come home with possessions destroyed
- ask for extra money
- have unexplained cuts and bruises
- have difficulty coping with schoolwork
- have nightmares and cry in their sleep
- seem unhappy but refuse to say what is wrong.

What steps will be taken?

Children are encouraged to: -

- talk about what is happening with their friends, parents or adults in school
- try to trust in others to help them
- realise that not 'telling' is the child with bullying behaviour's greatest weapon

- know that bullying can be prevented or stopped
- understand that fighting back may make things worse.

Parents are encouraged to: -

- listen calmly to their child and take what she/he says seriously
- reassure their child that it is not his/her fault
- make a note of what happened, when and who was involved
- tell their child that they will find ways to ensure his/her safety
- make an appointment to see the child's teacher and inform the school of any bullying situations
- find out what action the teacher plans to take and when
- keep in touch with the school
- let school staff know if things improve or if there are further incidents
- do not confront the child or parents themselves – work together with the school staff.

Adults in the school will watch for early signs of distress in pupils: -

- a change in the pattern of behaviour, becoming withdrawn or having temper tantrums
- a deterioration in work or concentration
- a pattern of petty illness or sporadic absences
- a child who is obviously becoming isolated
- a child who exhibits a greater desire to stay with adults

First steps in response to bullying will be to: -

- take the incident or report seriously
- remain calm (reacting emotionally may add to the perpetrator's fun and give the perpetrator control of the situation)
- take action as quickly as possible
- think hard about whether action needs to be private or public; who are the pupils involved?
- reassure the target(s), don't make them feel inadequate or foolish
- offer concrete help, advice and support to the target(s) such as a 'Champion' from another class to support at playtimes and to offer a listening ear.
- make it plain to the child with bullying behaviour that you disapprove
- encourage the child with bullying behaviour to see the target's point of view
- apply sanctions in line with the behaviour policy but being careful *how* you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power
- explain clearly the consequence and why it is being given.
- support put into place for the child showing bullying behaviours which may include:
 - 1:1 support from an adult
 - social, emotional communication groups
 - circle of friends
 - counselling

(Responses will vary depending on the nature of the bullying incident from dealing with the situation within school with the support of parents to contacting the police if a criminal offence may have taken place.)

Sanctions for Bullying

Action

- Written apology.
- Formal parent contact by the head teacher.
- Contract between the child, parent and head teacher, which will be monitored daily or weekly as appropriate for the child to modify his/her behaviour.

Further optional sanctions which may be applied.

- Withdrawal from clubs.
- Withdrawal from social events.
- Withdrawal from trips.

If the child fails to conform following the implementation of these sanctions, a short, fixed term exclusion would be enforced.

Reporting to parents

Incidents of bullying will be reported to all parents or carers on the day it occurs. Parents will be encouraged to talk calmly with the child and to work with the school to deal with the situation. Parents should be informed of steps that have been taken to support both children who have been targets of bullying and children with bullying behaviour.

Reporting from parents

All concerns raised by parents will be acted upon. Staff will record all details and parents will be asked to inform the school in writing of their concerns. A record will be kept if the parent does not comply with the request to place their concerns in writing. All parental concerns will be immediately passed onto the head teacher for action and monitoring. Staff will observe the children in both the classroom and at less formal times (playtime/lunchtime) for a period of time (to be determined in consultation with parents) and support will be put in place for the child as listed above. A meeting will be arranged with the parents to discuss findings from observations, next steps and future support if needed.

Recording bullying

At Claybrooke Primary School, all reports of bullying or concerns about bullying behaviours are taken seriously and thoroughly investigated. Regardless of the outcome, our commitment to supporting all pupils involved remains steadfast. We maintain records of all reports in the Arbor system, helping us identify trends and inform preventive measures. These records are reviewed regularly in staff meetings to ensure everyone is aware of ongoing concerns.

Outside School

Where there are incidents of bullying involving children from other schools, for example at a sporting event in which the school is participating, the Head Teacher will liaise with the Head Teacher from the other school and the procedures listed above will be followed to support the children involved. Where the incident occurs away from school activities (in particular cyber bullying) parents are encouraged to inform the school so that the school can use the procedures listed above. This is in line with the Government Guidance Preventing and Tackling Bullying 2017.

Within school

Within school, we will look to actively promote good behaviour and encourage respect between individuals, understanding of individual differences, awareness of and empathy for the feelings of others and teach negotiation skills as a means of resolving disputes as part of their behaviour policy, keeping bullying to a minimum.

Teaching Assistants and Lunchtime Supervisors have taken part in training to support play at break and lunch times.

Pupil Wellbeing Ambassadors and Playground Helpers will be responsible for leading activities at lunchtimes and promoting friendship developing games.

All staff will have annual training to support anti-bullying focussing on recognising possible symptoms and how to deal with incidents. The PSHE Co-Ordinator will attend Anti-Bullying training to keep up to date on new initiatives and legislation.

We will discuss issues during assemblies, circle time, and as part of many other areas of the curriculum, including PSHE. Children will be given opportunities to talk about bullying.

In classrooms and in other shared areas around the school, STOP posters (Appendix A) will be displayed and referred to by adults who work in the school as required. Additionally, children may be asked to design their own STOP posters as part of PSHE work.

Our response to bullying will be consistent with our policy on behaviour and discipline. Our response will depend very much on the individual circumstances. With some pupils who have bullied others, talking about how their behaviour has made their target feel may be enough to help them to reflect on and change their ways. This is an approach that teachers of young children use a great deal, and one which can usefully be extended to older pupils.

Preventing and Tackling Bullying (DfE 2017)
Ofsted Framework (2025)
The Equality Act (2010)

Evaluation and review of this policy

This policy has been developed with the input from staff, parents and pupils and its success will be evaluated by them during the review process. Feedback will be gathered via questionnaires to the school population and through the working party. This policy will be reviewed and updated in-line with Ofsted recommendations and DfE guidance.

Appendix A:

CLAYBROOKE PRIMARY SCHOOL

ANTI-BULLYING POLICY

At Claybrooke Primary School we regard any type of bullying as totally unacceptable. We define bullying as **deliberate, hurtful, repetitive behaviour**, in which a pupil has some type of hold over another, and where a child being bullied finds it difficult to defend him/herself.

We consider the six main types of bullying to be:

Bullying behaviour will fit under four types/headings

- **PHYSICAL** hitting, kicking, taking belongings.
- **VERBAL** name-calling, insults, racist or homophobic remarks.
- **SOCIAL OR RELATIONAL** excluding someone from social groups, ignoring them, staring or 'dirty looks'
- **CYBER** using technology or the internet (social media, email, photos, text messaging)



We use the acronym **S.T.O.P** to teach pupils the definition and how to address bullying:

STOP 1 - When is it bullying?

Several
Times
On
Purpose

STOP 2 - What should you do?

Start
Telling
Other
People

We also consider that being a bystander (watching someone demonstrate bullying behaviour towards another child) and not reporting bullying behaviour to an adult is a serious matter and encourage children to use the acronym above.

Children are to be encouraged to be upstanders, reporting bullying behaviour and challenging it when they see it, and will be recognised and celebrated by staff for doing so.

Following investigation, if cases of bullying are proven, the following penalties will be applied which lead on from those applied for breaking the school rules. All incidents of bullying are recorded.

PENALTIES FOR BULLYING

Action

- Written apology.
- Head teacher will ask parents to come into school for a meeting.
- Agreements made between the child, parent and head teacher, which will be checked daily or weekly to help the child to change his/her behaviour.

Extra penalties which may be applied.

- Not being allowed to attend clubs.
- Not being allowed to attend social events.
- Not being allowed to attend trips.

If the child continues to show bullying behaviour then they may not be allowed to attend Claybrooke Primary School for a short time.