



Stallingborough Church of England Primary School

Sowing the seeds so that all can flourish

Anti-Bullying Policy

Updated: May 2025

Policy Status: Non-Statutory

Review Frequency: Every 2 years

Approval Required by: Governing Body

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Respect – Friendship – Courage – Perseverance – Thankfulness – Forgiveness

Vision

At Stallingborough Church of England Primary School, we are committed to creating an environment where every pupil can flourish and achieve their full potential. We believe that pupils are entitled to benefit from teaching of the highest quality and we are committed to our vision –

Sowing the seeds so that all can flourish.



Foundations
Love
Opportunities
Unique
Rooted
Inclusive
Safe
Happy

We aim to sow the seeds of excellence through providing a learning environment that builds secure **foundations** and provides **opportunities** for every member of our Stallingborough family to enable all to **flourish**. We recognise each of our children as **unique** individuals and seek to build a diverse and **inclusive** community **rooted** in **love** and united by common Christian values and aspirations. Our pupils feel **safe** and **happy** and we look towards a future in which each member of our school community feels empowered to make a difference to our world.

Our vision is firmly rooted in Scripture from the bible based on Jesus' parable of the mustard seed found in Matthew's gospel.

Jesus' parable of the mustard seed

'He told them another parable: "The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.'

Matthew 13.31-32

Our vision shapes all we do and helps us understand who we are as a school, why we are here, and then how we live.

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Definition of Bullying

In accordance with Department for Education guidance and *Flourishing for All*, bullying is:

- **Deliberate and repeated** behaviour,
- Intended to **cause physical, emotional, or psychological harm**,
- Often based on real or perceived differences or protected characteristics.

Bullying can be:

- **Verbal** (e.g. name-calling, threats, discriminatory language),
- **Physical** (e.g. hitting, pushing, intimidation),
- **Social/Relational** (e.g. exclusion, spreading rumours),
- **Online/Cyberbullying** (e.g. harmful messages, image-sharing, online exclusion),
- **Prejudice-based**, (e.g. homophobic, racist, sexist, related to socio-economic background).

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, school avoidance.

Bullying Prevention

We aim to prevent bullying by fostering a **culture of belonging and empathy**. This includes:

- Embedding values of **respect, friendship and forgiveness** into collective worship, the curriculum, and daily life.
- Teaching about rights, equality, and diversity through **RE, PSHE, and Relationships Education**.
- Training staff to **recognise early signs** of bullying, especially among at-risk pupils.
- Providing regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.
- An annual 'Anti-bullying Week' is held to further raise awareness.
- Online safety is an important part of the curriculum and information for parents is included in newsletters and on the school's website. Online safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied
- Ensuring our **curriculum and worship life reflect God's love for all**, fostering understanding across lines of difference (SIAMS 2023).

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Responding to Bullying

All reports of bullying will be taken seriously and handled sensitively.

Our procedures:

- Encourage **open communication** with pupils, parents, and staff.
- Provide multiple ways for pupils to report bullying, including to trusted adults or via classroom worry boxes and the virtual worry box on our school website.
- Record incidents on the school's safeguarding system, with analysis by type (e.g. HBT, race-based).
- Ensure swift **investigation** and fair **outcomes** with actions to stop the bullying and repair harm.
- Offer **restorative practices** to rebuild trust where appropriate.
- Support both the **victim** and **perpetrator**, recognising that bullying often stems from personal pain or fear (*Flourishing for All*, pp. 12–13).

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Listening to Children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns.

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Safeguarding and Legal Framework

Bullying can be a safeguarding issue, particularly where it causes:

- **Significant emotional harm,**
- **Persistent absence** due to fear (e.g. Emotionally Based School Avoidance),
- Risk of **self-harm or suicidal ideation.**

We comply with the following legal duties:

- **Equality Act 2010** – prohibits discrimination and harassment on the basis of protected characteristics.
- **Education and Inspections Act 2006** – requires schools to prevent all forms of bullying.
- **KCSIE (2024)** – identifies bullying (including online) as child-on-child abuse and part of safeguarding.
- **Public Sector Equality Duty** – requires us to eliminate harassment, advance equality, and foster good relations.

Roles and Responsibilities

Governing Body: Monitors implementation and ensures alignment with school vision and legal duties.

Headteacher: Leads whole-school ethos and ensures systems are in place to prevent and respond to bullying.

Staff: Model positive relationships and intervene promptly in any bullying behaviour.

Pupils: Expected to show respect and kindness; empowered to speak up for themselves and others.

Intersectionality and Vulnerability

We recognise that some children face **multiple vulnerabilities** – for example, a child who is both SEND and a racial minority. Our approach reflects the intersectional nature of identity and commits to:

- **Proactively identifying at-risk pupils;**
- Ensuring additional **support and protection** where needed;
- Adopting **inclusive language and policies** that affirm every pupil's worth and reduce isolation.

"Flourishing requires every member of a school community to be valued as having inherent worth, especially the most vulnerable."

(*Flourishing for All*, p. 8)

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Engagement Beyond the School Gates

We work in partnership with:

- **Parents and carers**, engaging them in creating a culture of kindness and vigilance;
- **Churches and community groups**, affirming our shared mission for peace and reconciliation;
- **External agencies** to support pupils who may be experiencing or causing harm.

We also take action against bullying that occurs **outside of school** (e.g. on social media, public transport), in accordance with our behaviour policy and the powers set out in the Education and Inspections Act 2006.

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APPENDIX 1 – Restorative approach to bullying – The Support Group

Step 1: Talk with and listen to the target

Aims of this step:

- To understand the pain experienced by the target
- To explain the next steps of the restorative approach and support group and check they want to proceed
- To discuss who will make up the support group
- To agree what will be recounted to the group – target could put their feelings in a letter, poem, drawing, etc.

Step 2: A meeting is convened with people involved

The Learning Mentor arranges to meet with the group of children who have been involved and suggested by the target. A group of 6-8 children works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable children are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of the group members to bring about the best outcome.

Step 3: The problem is explained to the group

The Learning Mentor starts by telling the group that she is worried about the target who is having a very hard time at the moment. By asking the group to listen to his/her own worries, the facilitator can divert some suspicion or irritation which might be directed towards the target.

The facilitator recounts the story of the target's unhappiness and may use a piece of writing or a drawing to emphasise the target's distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step 4: The responsibility is shared

When the account is finished the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood by stating explicitly that:

- No one is in trouble or going to be punished
- It is the facilitator's responsibility to help the target to be happy and safe but they cannot do it without the help of the group
- The group has been convened to help solve the problem

Step 5: The group is asked for its ideas

The group is asked what they feel should be done. After brainstorming, individuals suggest solutions - how they feel they can help and what they will do. Good, positive suggestions for making things better are sought.

Step 6: It is left up to the group

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. S/he thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step 7: A review meeting with the child who was bullied

A week or so later the teacher meets up with the child to find out what improvements have been made.

Step 8: The group meets again

The group meets again to discuss what they have done and what effect they have had and have some feedback from the meeting the teacher has had.

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