



Antibullying Policy

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1. INTRODUCTION

At All Saints Primary School, we are committed to providing a caring, safe and friendly environment in which all our pupils will be happy to come and work. Everyone is equal and we treat each other with dignity and respect.

This policy aims:

- To ensure a secure and happy environment free from threat, harassment, discrimination, or any type of bullying behaviour
- To create an environment where everybody is 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.

This policy should be read in conjunction with our Positive Behaviour and Relationships Policy, Anti-racism Policy (adjoined to this policy), Equality Policy, and Child Protection Policy.

2. DEFINITION

Bullying is deliberately hurtful, unkind or threatening behaviour which is repeated over time. Bullying can be carried out by an individual or a group of people towards another individual or group. If bullying is allowed, it harms the perpetrator, the target, and the whole school community.

Bullying often involves an imbalance of power – perceived or real – and can be done face-to-face, through third parties or through sending messages or images by email, text or over the internet. It can take many forms, but the main types of bullying are:

- Physical – e.g. hitting, kicking, taking or damaging belongings, unwanted physical contact
- Verbal – e.g. name calling, ridiculing, insulting, making offensive remarks (for racist incidents, this policy runs in collaboration with the Anti-Racism policy)
- Misuse of technology – e.g. sending hurtful messages on mobile phones/by email
- Emotional / Indirect – e.g. spreading nasty stories about someone, exclusions from social groups, being made the subject of malicious rumours.
- Visual/written – e.g. graffiti, gestures, wearing racist insignia

Bullying can be based on any of the following things:

- Race
- Sexual orientation
- Special Educational Needs
- Culture or class
- Gender identity
- Gender
- Appearance or health conditions
- Religion or belief

- Related to home or other personal circumstances
- Related to another vulnerable group of people

3. STRATEGIES TO PREVENT OR DEAL WITH BULLYING

Strategies used to prevent or deal with incidents of bullying:

- A school vision and ethos that actively ensures all members of the school community are respected and celebrated as members of our school
- Whole school PSHE (Life Skills) and E-Safety programmes of learning which focuses on developing positive relationships and social interactions
- Annual participation in national 'Anti-bullying Week' and internet safety day
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thought and opinions
- Create a climate within the school where the children are willing to talk to an adult if they are being bullied
- Stereotypes are challenged by staff and pupils across the school
- Each class has a thought/worry box where children can share concerns (adapted to be age appropriate, such as a Worry Monster toy).
- If children are experiencing problems teachers will direct or alter group dynamics in the playground after discussion with all the children.
- Individual children who need extra support may find it useful to keep a written record of problems. This record can be discussed with the teacher.
- Teachers will prioritise class time to resolve major issues immediately. They will devise strategies with the class and individuals to stop bullying.
- Parents of the children involved will always be informed if there are any concerns about bullying.

4. RECOGNISING BULLYING

4.1 Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults (parents and staff) should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from School, or begs to be driven to School
- Changes their usual routine
- Is unwilling to go to School (school phobic)
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Bed wetting
- Begins to do poorly in schoolwork
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises
- Comes home very hungry (reports not having had lunch routinely)
- Becomes aggressive, disruptive and unreasonable
- Is bullying other children or siblings
- Stops eating, or eats a lot less than usual
- Is frightened to say what's wrong (doesn't want to talk about it)
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when an internet or text message is received

Some of these signs may seem a little ‘grown-up’ but are typically displayed by someone being bullied. These signs and behaviours could indicate other problems, but bullying should be considered a possibility and in all cases the concerns need to be investigated.

4.2 Child on Child abuse

Child on child abuse is when a child might have been abused by another child. Staff should recognise that children are capable of abusing other children and should not be tolerated or passed off as “banter” or “part of growing up”. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement and if decided so, pupil’s behaviour may warrant a response under Child Protection, rather than Anti-Bullying procedures.

In order to minimise the risk of child on child abuse the school:

- Provides a developmentally appropriate PSHE curriculum which develops pupils’ understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools through Therapeutically Thinking - STEPS).
- Have relevant policies in place (e.g. Behaviour Policy).

5. ROLES AND PROCEDURES

All members of our school community are expected to report bullying in any form. Everybody should be vigilant at all times.

Sometimes the term ‘bullying’ is misused. A friendship issue or isolated unpleasant behaviour might be incorrectly referred to as bullying by a pupil, parent or other adult. This might happen if a child provides their parents/carers with a biased and/or emotional/exaggerated view of a situation/incident. Sometimes the school will arrange a meeting between relevant staff members, parents, and children to ensure that all parties are in possession of the same information, and for the child to talk to their parents and school staff together.

5.1 Parents’ Procedures

If you know or suspect your child is being bullied, give them the following advice:

1. Tell them there is nothing wrong with them
2. Advise them to tell a trusted adult at school or inform the school personally (the school cannot do anything if we don’t know about it – please don’t assume we already know).

5.2 School Procedures

1. If the alleged bullying is happening out of School, or by a member of staff, the school’s Child Protection Policy must be adhered to.
2. Incidents or suspicions/allegations of bullying must be reported to a member of staff. The member of staff cannot promise confidentiality but will use professional discretion to keep the information to those who need to know and promise to do the best they can to help. We recognise that it is just as likely, if not more likely, that the child will tell a Teaching Assistant or Midday Supervisor, who are equally responsible as teaching staff to ensure the matter is dealt with.
3. An initial investigation into the hurtful incident or allegation of bullying will be carried out to determine if the incident is classed as bullying using the Initial Investigation Form (Appendix 1). If incidents are then

deemed as bullying, an 'Integrated Bullying and Prejudice Incident Record' form will be completed (Appendix 2), including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and actions the school has taken in response.

4. Support will be offered to the target of the bullying, and their family, from the leadership team, class teacher, mentor or buddy, or possibly through the use of a restorative programme.
5. Staff will proactively respond to the perpetrator who may require support from the leadership team, class teacher, mentor or buddy, or possibly through the use of a restorative programme.
6. Staff will assess whether parents and carers need to be involved. It is best practice to maintain transparency with all parties, and so parents will usually be contacted. In serious cases parents will be asked to come to a meeting to discuss the problem, either with the Class Teacher or Head teacher depending on the severity.
7. If necessary, and appropriate, police or other agencies will be consulted.

5.3 Outcomes

1. The bully or bullies may be asked to genuinely apologise if this is appropriate. Other consequences may take place in line with the Positive Behaviour and Relationships Policy.
2. In serious cases, suspension or even exclusion will be considered, and involvement of external agencies (such as Aspects or the Rivers Behaviour Support).
3. If possible, the pupils will be reconciled.
4. After the bullying has been initially dealt with, each case will be monitored to ensure repeated bullying does not take place. This may include meeting with the victim, perpetrator, or parents/carers again to see if the situation has improved and support offered has had positive impact.

6. 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, investigated, recorded (Appendix 2), and monitored in school, with 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.

A separate policy to support our school being an active Anti-Racist community has been developed and is adjoined to this Anti-bullying policy.

7. REVIEW AND MONITORING OF THIS POLICY

The senior leadership team is responsible for monitoring the policy on a day-to-day basis, but all adults are expected to support a bullying-free environment. The senior leadership team is responsible for monitoring and analysing recorded data on bullying. Any trends are noted and action taken to tackle this.

The headteacher is responsible for reporting to the governing body (and local authority where applicable) on how the policy is being enforced and upheld, via their termly Headteacher's Report to Governors. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly Headteacher's and by in-school monitoring such as learning walks and focus groups with pupils. The School maintains records concerning serious instances of inappropriate behaviour (including bullying) and any incidents of racism.

This policy will be discussed annually by all staff to ensure that it provides for the School's needs, and a full review will take place every three years with any amendments being made as necessary, in agreement with the Governing Body.



Anti-Racism Policy

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1. INTRODUCTION

All Saints CE Primary School & Nursery recognises and values diversity. We aim to create an actively inclusive school, where all members of the school community feel valued, respected, and safe. This includes feeling safe from racist incident and feeling confident to talk to staff and others if they feel at risk.

Within our school we acknowledge that racism exists in wider society, and that it can lead to racism and racist bullying in schools. We listen to, and take what pupils are telling us very seriously, giving them time when necessary to express what they are feeling.

It is important in all considerations of racism, to start with the perceptions of people at the receiving end – their feelings of astonishment, disbelief, shock, or threat, fear and anger, of diminished self-confidence, of their parents and friends being insulted and rejected, as well as themselves. Also, it is crucially important to note and encourage their resilience and resistance in developing a calm resolution not to let their experiences of racist intolerance impact permanently.

Therefore, we record and take action on racist incidents – whether observed or reported to us. Where possible, the same process as for bullying incidents will be followed, recognising that a racist incident may also be a specific form of bullying. Pupils know that racism will not be tolerated and that it will always be dealt with. Strategies for both prevention and intervention are in place and used pro-actively and in response to incidents.

2. DEFINITION

What is a racist incident?

Racism is:

“Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.”

“Any incident which is perceived to be racist by the victim or any other person.”

– Stephen Lawrence Inquiry, 1999

The Home Office Code of Practice explains that "The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis".

All instances of racist bullying in schools are racist incidents. Not all racist incidents, however, are necessarily instances of racist bullying. This is because they do not all have the features of bullying. For example, if a pupil uses a derogatory term about another pupil's cultural or ethnic background in the heat of an argument in the playground, this would be recorded as a racist incident but is unlikely to be thought of as an example of bullying (unless it also met the full definition of bullying). Similarly, if a pupil uses inappropriate language in a classroom discussion this too might be recorded as a racist incident but would not be thought of as an example of bullying.

In recording incidents under this definition, it is not the intention to label individuals as racist. Records of incidents are held centrally in the school and not on individual children's or adults' records.

By recording all incidents, the school can:

- demonstrate that they have dealt satisfactorily with incidents

- monitor trends and patterns of behaviour if they exist
- take preventative action against racism which may come into the school from society in general
- provide good educational responses to any behaviour that is of concern

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred but supports an approach to ensuring that any potential instances of racism, whether explicit or subtle, are acknowledged and responded to.

The investigation into any incident as defined above will seek to establish whether any behaviour, language or expression has occurred which has caused harm or offence in relation to colour, culture, ethnic group or religion. In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend. Older pupils may repeat a phrase, word or gesture they have heard/seen elsewhere without understanding its full meaning/connotations.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity, or religion it will be recorded as a racist incident.

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents include (although this list is not exhaustive):

- Threatened or actual physical assault
- Verbal abuse
- Racist graffiti (on school furniture, walls, or books)
- Distributing racist literature
- Wearing of badges or symbols belonging to known racist organisation
- Name calling
- Teasing in relation to language, religion, or cultural background
- Expressions of prejudice calculated to offend or to influence the behaviour of others
- Intimidation
- Isolation and spreading of rumours
- Inappropriate and hurtful humour

This policy is fully consistent with and should be considered alongside the school's policy on anti-bullying (adjoined to this policy).

3. ROLES AND RESPONSIBILITIES

Headteacher, Senior Leaders and Staff

1. All staff have a professional and personal responsibility to promote a harmonious school firmly rooted in the values and ethos of the school.

2. All staff are involved in dealing with racist incidents and proactively maintaining good race relations.

3. Staff will:

- immediately address any pupil's negative, stereotyped, or racist response to difference related to culture, colour or ethnicity
- provide support to any pupil who has experienced offence from another person
- refer language or behaviour that has been hurtful to a member of the Senior Leadership Team for further investigation and resolution
- class-based staff will provide age-appropriate educational responses to ensure that pupils develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society

4. All staff will be always vigilant and open to pupils' concerns about experiences of racism, being ready to listen and to take reports seriously. Distressed pupils will be supported, and all incidents reported to the appropriate member of staff.

5. The headteacher is responsible for overseeing the application of the policy across the school, for monitoring the effectiveness of the policy and for reporting to governors. The governing body works closely with the Headteacher in this regard and will monitor the effectiveness of the policy as part of their monitoring visits to school.

Expectations of pupils

All pupils, as appropriate to their age and understanding, are expected to promote a harmonious school community and challenge and/or report racist and other hurtful behaviour (It is understood however that it may be difficult for pupils who are the targets of racism to report it.).

Expectations of parents

We always take parents' concerns seriously and would encourage them to bring these to our attention as soon as possible. The school can only respond to incidents that are drawn to their attention.

Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school with their school fellows. When problems arise in school, we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's Anti-Racism policy.

4. RESPONDING TO INCIDENTS

When a member of staff is made aware of a racist incident (either through observation, report or otherwise), the following procedures will be followed:

- Thank the person (child/children/parent/guardian) for telling you, and if appropriate, reassure them that they've done the right thing by telling you.
- Discuss the details of the racist incident with those directly involved, recording outcomes (Appendix 1: Initial Investigation Form) – clearly identify and record the causes of offence.
- Identify any witnesses
- Interview witness/es
- Explain the allegations to the perpetrator(s) and ask them to tell the truth about the situation. Make it clear that this is only an investigation at this stage, but it is serious.
- If racism is admitted, make it understood that racism is not acceptable. Tell them what effect it has on the self-esteem and education of the person being abused as well as other children in the class/school.
- If the allegation of racism is denied, investigate further. If there is sufficient evidence that racism occurred, inform the perpetrator.
- Consider what consequence is appropriate in line with the school's Positive Behaviour and Relationships policy. A verbal and/or written apology is a minimum expectation. More significant consequences are required where the offence was intentional. Where offence was unintentional, pupils need to understand how offence was caused and be supported to make any changes necessary in their behaviour.
- A high priority will be placed on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.

- Provide support for the child/children who have been subjected to racism. A mentor/named person will monitor and observe at break times and lunchtimes, and through discussion, make sure there is no repetition.
- Provide support for the perpetrator. This may include a programme to support behaviour. A mentor/named person will support the child during this programme.
- Provide additional opportunities in PSHE (Life Skills) for the children to discuss relationships, feelings and the effect racism can have on individuals. This will include re-iterating that it is OK for children to ‘tell’ a teacher when they witness, or are subject to, racism in school.

In all cases parents should be informed, either by the Class Teacher or Headteacher depending on the severity. Pupils who have experienced or displayed racism and their parents will be kept informed throughout the investigation and resolution of the incident. Parents may be invited to a meeting with the class teacher or headteacher, depending on the severity of the incident.

Recording and Reporting Incidents

1. All incidents are recorded on the ‘Integrated Bullying and Prejudice Incident Record’ (Appendix 2), including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and action taken in response. This form is to be completed by the member of staff to whom the incident was first reported.
2. Where racist incidents occur which involve any of the following, the advice of the relevant Local Authority adviser may be sought:
 - physical violence or serious damage to property
 - repeated or orchestrated harassment, including text messaging and cyber bullying
 - links with extremist groups, including distributing of racist literature
 - racist graffiti
 - absence related to a racist incident
 - exclusion related to a racist incident
3. On a termly basis the Headteacher will report numbers of incidents to the Governing Body. Individuals will not be identified in this process.

5. MONITORING AND REVIEW OF THIS POLICY

The Headteacher will monitor the effectiveness of this policy and recommend any changes to the Governing Body after each incident. The Governing Body will evaluate the effectiveness of this policy through termly reports from the Headteacher and monitoring visits to school, seeking the views of pupils, staff, and parents.

Performance indicators for preventing and dealing with racist incidents

In reviewing the effectiveness of this policy, staff and governors will consider:

- the feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents
- the continued good progress and high self-esteem of those who have been offended
- the continued good progress and high self-esteem of those who have caused offence
- whether the action taken successfully prevented repeat incidents
- the willingness of pupils (and parents) to draw their concerns to the attention of staff
- the consistency of response and confidence of all staff in following school policy
- whether good race relations are being maintained in the school community
- underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary

Where review indicates that change is needed, policy and practice will be amended as part of the school improvement plan.

This policy will be discussed by staff annually, and a full review will be held every three years with any amendments being made, in agreement with the Governing Body.

APPENDIX 1

Initial investigation into hurtful incident or allegation of bullying

See separate file for correct form.

APPENDIX 2

Integrated Bullying and Prejudicial Incident Record

See separate file for correct form.

APPENDIX 3

Notes to support responding to and recognising bullying

Staff responding to pupil's complaints about each other need to use the principles and practices outlined within the school's main Positive Relationships policy to support them. The following information supplements this and other training staff are provided with. They are useful as part of wider discussion about bullying and supporting pupils with related issues.

The importance of some of these key messages may need to be emphasised, for example, asking the child to come up with possible solutions, believing that a child can change and involving peers.

Help for children who feel bullied	Help for children who bully
<ul style="list-style-type: none">• don't ignore• listen and talk• ask child for suggestions• find out about feelings• agree next steps / way forward• build self-esteem and confidence• praise and reinforce reporting• develop and practise appropriate responses• ensure not isolated, peer support• practise skills	<ul style="list-style-type: none">• ask for explanation• explain why behaviour unacceptable• criticise behaviour, not child• awareness of impact and consequences• seek to repair relationship• seek ways to change behaviour• believe in change• praise change and appropriate behaviour• meet attention and esteem needs• ensure not isolated, peer support• practise skills

If playground supervisors know the conflict resolution strategies that pupils have been taught they can ask children whether they have tried to use them in sorting out disputes and support pupils in doing so.

Of course supervisors and teachers also need to be aware that some pupils will not tell anyone that they are being bullied and it is therefore important to look out for the signs and symptoms.

Signs and symptoms	
<ul style="list-style-type: none">• avoiding interaction• avoiding eye contact• bite marks, bruises• cries easily• refusing to attend school• refusing to say what's wrong• quietness	<ul style="list-style-type: none">• staying behind to help/chat• upset tummy, feeling unwell• personality changes• unexplained injuries

There is always a reason why someone uses bully behaviour. When a child is repeatedly involved in hurtful behaviour, responses need to get to the bottom of their triggers or pay offs if there is to be any effective change.