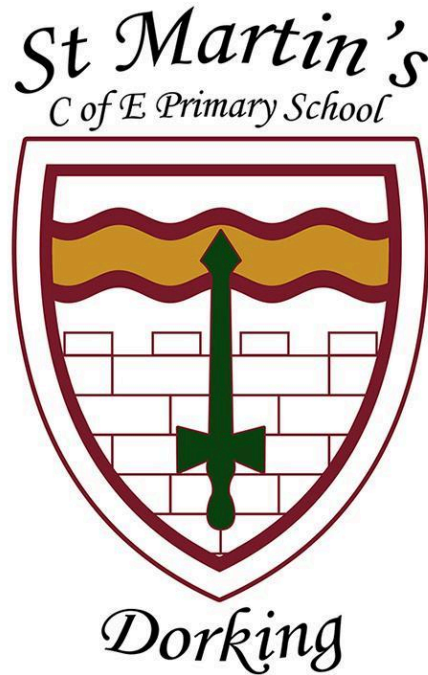


# St Martin's C of E Primary School



## Anti-Bullying Policy

*'Inspiring children to be the best they can be'*

**Date Agreed:** Autumn Term 2026

**Review Date:** Autumn Term 2028

# Statement of Intent

## Vision and Core Ethos

- St Martin's C of E Primary School is committed to providing a safe, caring, and friendly environment where every pupil can learn effectively, thrive, and achieve their full potential.
- Bullying of any kind is unacceptable across all school contexts.
- We foster a positive approach to inclusion by celebrating diversity, promoting well-being and resilience, enabling safe spaces for resolution, and ensuring equality for all.
- Providing a safe and happy environment is integral to raising attainment, improving attendance, promoting diversity, and securing the overall well-being of our school community.
- Every pupil has the right to learn free from fear and to feel supported to speak out whenever they feel unsafe or concerned.

## Scope of the Policy

This policy applies to all members of the school community across the following areas:

- Bullying of pupils by other pupils within the school site or during school-led activities.
- Bullying of or by pupils outside of school grounds, where the school becomes aware of the conduct.
- Bullying involving staff and pupils, whether on or off school premises.
- Bullying between members of staff, whether on or off school premises.

## Statutory Framework and Related Guidance

This policy aligns with national legislation, DfE statutory guidance, and local authority frameworks:

- DfE *Preventing and Tackling Bullying* (2017)
- DfE *Keeping Children Safe in Education* (KCSIE)
- DfE *Working Together to Safeguard Children*
- *Equality Act 2010* and *Index for Inclusion*
- DfE *Cyberbullying Advice for Headteachers and School Staff*
- Surrey County Council Anti-Bullying and RSHE/Citizenship Guidance

### To be read alongside the following school policies:

- Behaviour and Discipline Policy
- Safeguarding and Child Protection Policy
- Acceptable Use Policy (Cyberbullying and Internet Safety)
- Equality Policy and SEND Policy
- RSHE and Teaching and Learning Policy
- Complaints Policy, Whistleblowing Policy and Code of Conduct

# Definitions and Categorisation of Bullying

## Definition of Bullying

In line with DfE guidance and the Anti-Bullying Alliance (ABA), St Martin's defines bullying as:  
*Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally, involving an imbalance of power.*

An isolated incident may be treated with the severity of bullying if it fulfills specific descriptors (e.g., a high-impact cyberbullying incident or prejudice-based aggression).

## Specific Categories of Bullying

- **Physical Bullying:** Hitting, kicking, pinching, pushing, taking or damaging belongings, or any unwanted physical force.
- **Verbal Bullying:** Name-calling, taunting, mocking, threatening, or making offensive or discriminatory remarks.
- **Relational / Emotional Bullying:** Spreading malicious rumours, gossiping, deliberately excluding individuals from social groups, or manipulating social situations to isolate someone.
- **Cyberbullying:** Aggressive or intimidating messages, emails, photos, video clips, or posts delivered via text, social media, messaging platforms, or online gaming.
- **Prejudice-Based and Discriminatory Bullying:** Bullying motivated by actual or perceived differences, including:
  - Special Educational Needs or Disabilities (SEND).
  - Race, ethnicity, religion, or culture.
  - Sexist attitudes or gender orientation (including transgender or questioning pupils).
  - Sexual orientation (homophobic, biphobic, or transphobic language).
  - Physical appearance or health conditions.
  - Home circumstances, including Young Carers, Looked After Children (LAC/PLAC).
- **Child-on-Child Abuse (Peer-on-Peer):** Any form of physical, sexual, or emotional abuse perpetrated by one child against another, online or offline. All instances are addressed immediately through statutory child protection frameworks.

## Differentiating Bullying from Relational Fallouts

- **Bullying:** Characterised by a deliberate intent to harm, an imbalance of power, and a persistent or repetitive pattern over time.
- **Relational Conflict / Falling Out:** Characterised by accidental or occasional disagreements between peers with equal power, where both parties show remorse and a desire to resolve the issue.

## Roles within Bullying Dynamics

Children can move between different roles depending on context:

- **Ring-leader:** Directs and initiates bullying using social power.
- **Assistants/Associates:** Actively join in the behaviour.
- **Reinforcers:** Provide positive feedback (e.g., laughing or watching).
- **Outsiders/Bystanders:** Remain silent or stand back, inadvertently condoning the behaviour.
- **Defenders:** Step in to support or comfort the targeted pupil or report the issue.

## Signs and Indicators of Bullying

Staff and parents should remain vigilant to changes in a child's behaviour, including:

- Unexplained physical symptoms (headaches, stomach aches, physical anxiety).
- Changes in attendance, poor punctuality, or reluctance to attend school.
- Deterioration in academic progress and engagement.
- Emotional withdrawal, sudden mood changes, increased frustration, or depressive symptoms.

## Roles, Responsibilities, and Reporting Procedures

### Leadership and Governance Responsibilities

- **Headteacher:**
  - Retain overall statutory responsibility for policy implementation, culture, and alignment with The Academies Trust / Multi-Academy Trust (TAMAT) and external agencies.
  - Appoint and oversee the Anti-Bullying Lead.
- **Anti-Bullying Lead (Assistant Headteacher - Inclusion):**
  - Oversees day-to-day policy implementation, monitoring, and evaluation.
  - Tracks school-wide behaviour trends via electronic systems and coordinates preventative strategies.
  - Leads policy reviews in consultation with pupils, staff, parents, and governors.
- **Nominated Governor (Dave Damon - Chair of Wellbeing & Community Committee):**
  - Scrutinises termly anonymised bullying data and evaluates policy impact.
  - Ensures safeguarding procedures comply with *Working Together to Safeguard Children* and KCSIE.
- **All School Staff:**
  - Model positive, respectful relationships at all times.
  - Identify, log, and respond swiftly to concerns using CPOMS and Track It systems.
  - Provide a safe, supportive environment for pupils to speak open-mindedly.

## Reporting Procedures for Pupils

Pupils experiencing or witnessing bullying can report it through any of the following channels:

- Speaking directly to any trusted member of staff (teacher, LSA, OPaL Play Team).
- Writing a note and placing it in the classroom 'Worry Box'.
- Sharing concerns during RSHE lessons, Circle Time, or through peer support groups.
- Speaking to a trusted friend, Play Leader, or School Council representative.

## Reporting Procedures for Adults (Parents/Carers, Staff, Visitors)

- **Parents/Carers:** Report concerns to the class teacher, Assistant Headteacher, or Headteacher via telephone, email, or in-person appointment.
- **Staff and Visitors:** Log all witnessed or reported incidents directly onto CPOMS/Track It and notify the Senior Leadership Team (SLT) or Anti-Bullying Lead promptly.

## Prevention, Pastoral Support, and Disciplinary Sanctions

### Proactive Strategies and Prevention

St Martin's actively prevents bullying through structured curriculum and environmental measures:

- **Curriculum Integration:** Delivery of an enriched RSHE and Citizenship curriculum covering online safety, cyberbullying, diversity, and healthy relationships.
- **Whole-School Awareness:** Regular SLT-, Church-, and visitor-led assemblies, alongside participation in national Anti-Bullying Week, E-Safety Week, and Place to Be - 'Feeling Good Week'.
- **Breaktimes:** Play Leaders, OPAL Leaders, and indoor alternative provision ensuring inclusive play spaces.
- **Pupil Leadership & Voice:** Active engagement through the School Council, Eco Warriors, Sports Crew, and ELSA support.
- **Parental Engagement:** Information events and regular communication on anti-bullying practices.

## Investigation and Recording Procedures

When an incident is reported, SLT and staff will follow a structured process:

1. **Factual Investigation:** Phase leader or AHT interviews all involved parties individually to gather clear evidence and establish an accurate account.
2. **Consultation:** Staff consult class teachers, LSAs, and or OPaL Play team, to gather context and identify prior patterns.
3. **CPOMS Logging:** Incidents meeting the definition of bullying are formally recorded on CPOMS as a Significant Incident by initial adult and fact finding investigation recorded below.

4. **Parental Involvement:** Parents of all involved pupils are contacted by phone and invited for formal meetings to outline outcomes and support plans.

## **Pastoral Support and Restorative Practice**

Support is tailored to build resilience, address underlying vulnerabilities, and repair harm:

- **Support for Targeted Pupils:**
  - Dedicated 1:1 sessions with SLT, Emotional Literacy Support Assistants (ELSA), or the Home-School Link Worker (HSLW).
  - Clear safety plans to help the pupil rebuild confidence and feel secure.
  - Peer support systems and social skills intervention groups.
- **Support and Accountability for Pupils Displaying Bullying Behaviour:**
  - Held to account using structured boundary-setting alongside restorative approaches.
  - Targeted pastoral support (ELSA/HSLW) to develop emotional literacy, address underlying traumas or needs, and repair relationships.
  - Involvement of specialist multi-agency services where appropriate (MSHT/Learning Space, Educational Psychologists, or Surrey STIP teams).

## **Disciplinary Sanctions**

- Sanctions are applied fairly, consistently, and proportionately in accordance with the school's Behaviour Policy.
- Consequences reflect the seriousness of the incident and serve to reinforce boundaries while preventing repetition.
- Where criminal conduct or severe risks occur, the school will liaise directly with Surrey Police or Children's Social Care.

## **Monitoring, Evaluation, and Policy Review**

### **Recording and Data Evaluation**

- All bullying data logged on CPOMS is routinely analysed by SLT to identify trends, locations, and groups involved.
- Findings directly inform targeted preventative interventions, SDP priorities, and staff training schedules.

### **Governance Oversight**

- The Headteacher provides anonymised, termly bullying data and evaluation reports to the Governing Body.
- The Wellbeing and Community Committee, chaired by nominated governor Dave Damon, scrutinises data and tests policy effectiveness during Governor Monitoring Days.

## **Policy Review and Communication**

- This policy is reviewed biannually in consultation with pupils (School Council/Circle Time), parents (Parentview), staff and governors.
- The policy is published on the school website and made physically accessible in the school entrance area and staffroom.