



# Somerford Primary School

## Anti-bullying Policy

Reviewed: **November 2025**

Date to be reviewed: **November 2026 (annually)**

Our Anti-Bullying Champion is **Lucy Macmillan**

Our Anti-Bullying governor is **Alison Medicott**

Awarded the United Against Bullying Bronze School and demonstrated our commitment to stopping bullying and improving the wellbeing of its pupils.

At Somerford Primary School we work together with parents and children to create a happy, caring environment where children want to come and learn. We recognise that all schools have incidences of bullying at some time and that dealing effectively and quickly with any issue is vital.

This policy should be read in conjunction with the Child Protection Policy and Positive Behaviour Policy.

### 1. Roles and responsibilities

The **leaders** at Somerford Primary School will:

1. Develop the policy
2. Review the progress the school is making in relation to the anti-bullying agenda

The **Anti-Bullying Champion** will:

1. Support children who have experienced bullying
2. Respond to children who have bullied
3. Model appropriate, respectful behaviour
4. Offer support, advice and training to staff
5. Always liaise with parents regarding a matter of bullying.
6. Work with the Anti Bullying Alliance

The **children and parents** in our school will be supported to:

1. Embrace a culture that respects difference
2. Support children who have experienced bullying behaviours
3. Model appropriate, respectful behaviour
4. Participate in -
  - the development of the policy

- the implementation of the policy
- the evaluation of the policy

At Somerford Primary School **Governors** are responsible for monitoring the above.

## 2. The aims and objectives

The aims and objectives of this policy should develop and maintain;

- 1) A culture that promotes the British values of Respect, Tolerance, Individual Liberty, Democracy and the Rule of Law
- 2) An expectation of respect, where difference is valued
- 3) A system of support for children who have been bullied
- 4) A system of clear, fair and consistent responses to incidences of bullying

The children said the purpose of our policy is;

- To stop bullying
- To protect young people
- Support young people who are being bullied
- To give effective help to the bully and the victim
- Create a policy that all must follow with clear actions to follow and solutions to problems
- Provide advice on how to react to different types of bullying
- Help communication between parents, professionals, victims and bullies
- Promote equality and prevent discrimination
- To help you to be confident to tell people.

## 3. Defining Bullying

Bullying can be targeted at any pupil, including those with protected characteristics under the Equality Act 2010 and pupils with SEND. We monitor patterns and take additional steps to prevent prejudice-based bullying.

Bullying is intentionally aggressive behaviour, repeated over time, that involves an imbalance of power.

Children describe bullying as:

- One of the worst things that can happen to you
- Intentional, disrespectful, discriminative, repetitive, physical, mental, hurtful behaviour
- Making someone feel small so you can feel big
- People picking on you and when you feel like the joke has gone too far
- When the victim feels it is bullying "playful banter is not bullying – often children get in more trouble for banter with friends than when actually bullying people"
- When the bully has more power

## Cyber- Bullying

Cyberbullying can be a safeguarding concern. Concerns are logged on the school safeguarding system and, where appropriate, referred to Children's Services or the police.

We align our online safety curriculum with UKCIS Education for a Connected World. Staff follow KCSIE 2025 and the school Online Safety Policy when responding to online harms, including sharing of nudes or semi nudes and online sexual harassment.

The rapid development of and widespread access to technology has provided a new medium for 'virtual bullying', which can occur outside school. Cyber-bullying is a different form of bullying, which can happen at any time, with the potentially bigger audience, and more accessories as people forward on content at the click of a button. At Somerford Primary School we support parents with how to respond to cyber-bullying and how pupils can keep themselves safe. The school recognises cyber-bullying could be a form of emotional abuse and safeguarding procedures would be implemented if necessary.

As this is a growing issue for children, each term of Computing begins with a unit that focuses on Cyber Safety. It teaches children how to stay safe when using electronics, how to treat others when using devices and what to do if someone is treating them inappropriately via an electronic device. Cyber-Bullying is also brought to the attention of the Computing Lead- Michelle Hyde to support staff with this.

#### **4. Tackling bullying**

The United Kingdom signed the United Nations Convention on the Rights of a Child in April 1990. These rights are described in the following extract from the United Nations Children's Fund (UNICEF) website:

**"...basic human rights that children everywhere have: the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child."**

(UNICEF, 2010 website)

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this by:

- Training and educating to ensure a knowledge about diversity and issues associated with bullying
- Modelling of appropriate respectful behaviour by all people.
- Consistently promoting tolerance and a respect for others.
- Anti-bullying Ambassadors being voted for annually and being present on the playgrounds, to promote kindness and talk to children who need peer support at playtime.
- Kindness buddies from each year group being selected annually to be a 'go to' friend if a child doesn't feel they have someone to play with or is feeling lonely.
- Celebrating Anti Bullying week annually

Children said bullying could be tackled in the following ways:

- Adults should take bullying seriously
- Don't be offended, think of positive things
- Talk to someone you trust
- Ignore them and they will go away

- Walk away
- Ask someone who has been bullied for advice
- Find someone who has been bullied and help them

## **5. Support children want when they are bullied**

- People to talk to
- Advice
- Posters
- Parents
- Listening and not judging
- A kind, understanding approach
- Someone trustworthy to confide in
- Discuss what is best for the victims
- Talking to someone who won't be judgemental
- A team around the one bullied
- For the bully to be dealt with
- Adults challenging bad comments
- Adults should deal with the problem rather than ignoring it
- Support to tell the bully how you feel
- Listened to by anyone "I would like to be listened to, cared for and supported"
- Follow up on reported incidents – has it stopped?
- Adults and other children should take on the responsibility to stop bullying, not just the victim

We will address each incident of bullying individually and appropriately. This will include:

1. Listening to the child/young person who has been bullied and agreeing the type of support they feel they need.
2. Investigating the allegation thoroughly.
3. Applying rules consistently and fairly.

### **Procedures:**

First comes prevention – through Anti Bullying Week (usually in October or November), teaching about similarities and differences, SCARF, circle time, assemblies, British Values, rules on the playground, golden rules, corridor and hall protocols. We use our positive behaviour policy to promote good behaviours. We use PHSE and SCARF to teach our children how to be good citizens.

When bullying is reported: - A member of SLT /Anti Bullying Champion will take on the responsibility for the case and establish whether it appears that bullying is occurring or has taken place or whether it is another type of behaviour (See Appendix A). They will discuss individually with the bully, child being bullied and witnesses of the bullying and discuss with the parents of the bully and the child being bullied. A sanction will be issued for specific incidents where appropriate. A copy of the Anti Bullying Policy and Complaints Policy will always be given to parents when bullying has been reported.

## **Preventing Reoccurrence: Positive Pathway Plan**

When there has been a confirmed incident of bullying or a concern that a child may be at risk of bullying or of harming others through bullying behaviour, the school may initiate a Positive Pathway Plan. This is a supportive and structured approach that ensures children feel safe, listened to and well supported.

The purpose of the Positive Pathway Plan is to put additional care, guidance and supervision around the children involved. This is to help restore confidence, rebuild relationships where possible, and ensure that all children know who they can go to for help.

A Senior Member of Staff or the Anti Bullying Champion will identify two key adults for each child involved, who will check in regularly, offer support and monitor wellbeing. These adults will be informed of the situation, the agreed strategies, and who they should report to. Parents will be informed and a review date will be agreed, usually within two weeks.

During the Positive Pathway Plan period, all staff who work with the children, including lunchtime staff, will be aware that they are receiving enhanced pastoral support. Staff will be attentive to interactions and will offer guidance, reassurance and positive reinforcement. Any concerns will be communicated to a designated member of the Senior Leadership Team or to the Anti Bullying Champion.

The Positive Pathway Plan is time limited and reviewed regularly with parents and the child. Adjustments are made where needed to ensure progress continues and children feel safe and supported.

All actions, observations and agreed strategies will be recorded on the school safeguarding and pastoral systems, along with any outcomes and next steps.

### **Bullying Outside School Premises: -**

Where bullying outside the school premises is reported to staff, it will be investigated and acted on where appropriate. The Headteacher will also consider whether it is appropriate to notify the police or anti- social behaviour co-ordinator in their local authority of the action taken against the pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## **6. Child Protection**

The Children Act 1989 says a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, this will be reported to Children's Services Social Care. Even when Safeguarding is not considered to be an issue the school may need to draw upon a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to the child carrying out the bullying.

## **7. Evaluating**

We report annually to governors on bullying data, including prevalence, themes, pupil groups, and actions taken. Findings inform staff training and curriculum.

Somerford Primary School will evaluate the effectiveness of our anti-bullying policy by assessing if:

- Children and young people are more satisfied with how bullying is dealt with.
- Children and young people feel safe because of the policy
- There is greater parental confidence in the effectiveness of the policy

Our Anti Bullying Champion is Lucy Macmillan, Pastoral and Mental Health Lead. The Anti Bullying Champion can be contacted via the school office.

### **Further sources of information**

Specialist organisations and resources:

- Anti Bullying Alliance policy guidance and UAB programme.
- Childnet and UKCIS Education for a Connected World framework.
- Stonewall, EACH, Schools Out, Mencap.
- NSPCC guidance on bullying and cyberbullying.

Local safeguarding information:

- BCP and Dorset Safeguarding Children Partnerships: <https://pdscp.co.uk/>

Statutory and Department for Education guidance:

- Preventing and tackling bullying, DfE, last updated 4 July 2017.
- Behaviour in schools, DfE, updated February 2024.
- Keeping children safe in education, DfE, in force from 1 September 2025.
- Searching, screening and confiscation, DfE, updated July 2022.
- Equality Act 2010 duties relating to pupils with protected characteristics.

## Appendix A

### Definitions of behaviour

**Rude** = Inadvertently saying or doing something that hurts someone else.

Rudeness might look like burping in someone's face, jumping ahead in line, bragging about achieving the highest grade or even throwing a crushed-up pile of leaves in someone's face. On their own, any of these behaviours could appear as elements of bullying, but when looked at in context, incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness or poor manners, but not meant to actually hurt someone.

**Mean** = Purposefully saying or doing something to hurt someone once (or maybe twice)

The main distinction between "rude" and "mean" behaviour has to do with intention; while rudeness is often unintentional, mean behaviour very much aims to hurt or depreciate someone. Children are mean to each other when they criticise clothing, appearance, intelligence, coolness etc. Meanness also sounds like words spoken in anger -- impulsive cruelty that is often quickly regretted. Very often, mean behaviour in children is motivated by angry feelings and/or the misguided goal of propping themselves up in comparison to the person they are putting down.

Mean behaviours can wound deeply. Yet, meanness is different from bullying in important ways that should be understood and differentiated when it comes to intervention.

**Bullying** = intentionally aggressive behaviour, repeated over time, that involves an imbalance of power.

Experts agree that bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behaviour. Children who bully say or do something intentionally hurtful to others and they keep doing it, with no sense of regret or remorse -- even when targets of bullying show or express their hurt or tell the aggressors to stop.

Bullying may be physical, verbal, relational or carried out via technology:

- **Physical aggression.** This kind of bullying includes hitting, punching, kicking, spitting, tripping, hair pulling and a range of other behaviours that involve physical aggression.
- **Verbal aggression.** We know that words and threats can, indeed, hurt and can even cause profound, lasting harm.

- **Relational aggression** is a form of bullying in which children use their friendship--or the threat of taking their friendship away--to hurt someone. Social exclusion, shunning and rumour spreading are all forms of this bullying.

- **Cyberbullying** is a specific form of bullying that involves technology. It is the "wilful and repeated harm inflicted through the use of computers, mobile phones, and other electronic devices." Notably, the likelihood of repeated harm is especially high with cyberbullying because electronic messages can be accessed by multiple parties, resulting in repeated exposure and repeated harm.

All of these behaviours will be dealt with by school but this policy relates to bullying only. See the Positive Behaviour Policy for information about how the other behaviours will be dealt with.