

SLATER PRIMARY SCHOOL



“Together we believe; together we achieve”

ANTI-BULLYING POLICY

Policy Date:	March 2025			
Policy Review Date: (3 years)	March 2028	Headteacher	R Miah	
Ratified by Governing Body:				
		Chair of Governors	R Kettle	

Introduction

At Slater Primary, we provide a supportive and caring environment that enhances our pupils' potential and life chances. We prioritise safety and actively prevent and address bullying. We recognise that conflicts may arise as children learn and grow together, and we are dedicated to helping them resolve these issues before they escalate into bullying. Any bullying incidents will be handled promptly and effectively, ensuring confidence in reporting from our pupils, parents, and staff.

We promote open discussions about differences, challenge prejudice, and celebrate diversity. Our approach to bullying and child-on-child abuse is contextual, trauma-informed, and strengths-based, involving collaboration with families and external agencies as needed.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance and was formulated in consultation with the whole school community with input from:

- Members of staff
- Parents/carers parent forums, parents' evening meetings, parent surveys
- Pupils through the school council, PHSE/circle time in class
- Governors through governor meetings

This policy is available:

- Online on the school website
- From the school office

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher has overall responsibility for Anti-Bullying at our school. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator Tessa Wildgoose is responsible for:

- Policy development and review
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Leads (DSL) and their Deputies in our school are: Sam Oliver/Steven Chamberlain & Anna Woolridge/Dave Webster. Safeguarding is the responsibility of all; however, all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with responsibility for Anti-Bullying and Behaviour is Ben Robinson.

What is bullying and how does it differ to relational conflict?

At Slater Primary 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. It can happen face to face or online.”

We recognise that bullying can take various forms and affect any child, often driven by prejudice based on race, religion, gender, sexual orientation, special educational needs, or other factors. Bullying may stem from actual or perceived differences.

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 behaviors.

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.

What does bullying behaviour look like?

At Slater Primary, we assess the context of incidents and behaviors of concern, considering motivations and the developmental stage of pupils involved, prioritizing the safety and welfare of all children.

Bullying behaviors may include:

- Physical: pushing, hitting, biting
- Verbal: name-calling, teasing, threats
- Emotional: isolating, humiliating, excluding
- Sexual: unwanted contact, inappropriate comments
- Online/Cyber: negative social media posts, nasty texts
- Indirect: exploitation through false friendships
- Prejudice-related: derogatory behavior based on race, sexuality, or disability.

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

Where does bullying take place?

At Slater, we recognise that bullying occurs beyond school premises, including during commutes and in the community, as well as online (cyberbullying). We provide support for pupils, parents, and families affected by any form of bullying, whether it happens inside or outside of school. We are dedicated to collaborating with external agencies to prevent and address all types of bullying.

How to report bullying concerns

At Slater, we encourage pupils, parents/carers, staff, and visitors to report bullying confidently, knowing their concerns will be taken seriously. We are committed to supporting all children involved as well as the wider school community. We have established reporting systems, including CPOMS for everyone, which are regularly reviewed and adapted to meet community needs.

Pupils, including bystanders/witnesses

All pupils are encouraged to report concerns about bullying to any staff member, including The Children & Family Support Team (CFST), teachers, TAs, the Head teacher, lunchtime supervisors, or office staff. We highlight trusted adults regularly in class and assemblies for pupil awareness.

Staff will listen to concerns, provide reassurance, and document the report on CPOMS, alerting relevant staff, including the CFST, and the Designated Safeguarding Lead if necessary.

For those who may struggle to report verbally, in each classroom where students can express their concerns anonymously.

Even if a reported incident is not classified as bullying but as relational conflict, staff will still support the students involved to help resolve their concerns.

Parents/carers

We understand that it can be distressing for parents/carers to learn that their child is involved in bullying, whether as a target or perpetrator. If you have concerns, please contact your child's class teacher directly—either in person, by phone, or email. They will document your concerns and may request a meeting for further discussion. Any urgent issues will be escalated to the Designated Safeguarding Lead.

We ask that concerns be addressed directly with the school rather than discussing them with others in the community. Our school is committed to supporting all pupils and families in cases of bullying or relational conflict, responding promptly and providing support even if the incident is not classified as bullying.

While we will keep you informed about progress, we must also respect GDPR regulations, which may limit the information we can share.

School staff

Our staff closely monitor pupil behavior and may notice changes that indicate a problem before receiving reports from students or the community. If there are concerns about a pupil's welfare or potential bullying, staff will act immediately, reporting to a Designated Safeguarding Lead or the Head teacher. The staff member will document the concerns in the school's Safeguard recording system and alert relevant personnel, especially if the situation is urgent or a pupil is at risk.

Visitors to our school are informed about our Child Protection and Safeguarding procedures. If a visitor witnesses or hears of bullying, they should report it in person by the end of the school day to the Designated Safeguarding Lead, the Head teacher, or a member of the Senior Leadership Team. Written notes or delays in reporting are not acceptable. The staff member will record the report and notify the Designated Safeguarding Lead if immediate action is needed.

How our school will respond to reports of bullying

At Slater, all reports of bullying or concerns about bullying behaviors 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 our CPOM 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.

Our approach is contextual and case-by-case, with potential responses including:

- Discussions with all pupils involved: the target, alleged perpetrator, and witnesses.
- Communication with parents of the target and/or alleged perpetrator.
- Appropriate sanctions according to our behavior policy.
- Collaboration with external agencies if needed, including the Police or District Council.
- Keeping the reporting party informed about the actions taken, while adhering to GDPR regulations.
- Follow-up support, which may involve restorative work or group sessions.
- Monitoring the effectiveness of actions and reassessing as necessary.
- Liaison with the Designated Safeguarding Lead if any safeguarding concerns arise.
- Completing an EHAF when appropriate.

If a parent/carer is not satisfied with our actions, we encourage them to follow our complaint procedure. policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying

At Slater, we prioritise the safety and welfare of our pupils by implementing strategies to promote positive behaviors and prevent bullying. We regularly review these strategies and may expand them to address specific concerns and meet the needs of our community.

The strategies we use include, but are not limited to:

- Active school council with representatives from each year groups
- Wellbeing Peer Mentors
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Children and Family Support Team/ / ELSA support/counselling for identified students with an Educational Psychologist from the Calm Clinic (NHS)
- Specific interventions for identified individuals or groups
- Parent events and training
- Regular staff training and development for all staff
- All staff model expected behaviour

Complaints

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

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

