ANTI-BULLYING and CYBER BULLYING POLICY

'Together Making Learning a Life Long Friend'

Approved:	21.09.2026
Review Date:	31.12.2028

We are a Church of England School and our policies are written with a commitment to our Christian Character, which is rooted in the Bible.

Start children off on the way they should go and even when they are old they will not turn from it (Proverbs 22:6)

Background:
There are a number of statutory obligations in schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils;

- gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils'' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

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

The wider search powers included in the Education Act 2011 give teacher's stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Aims

St Anne's C.E. Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded in the behaviour books. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

The values and beliefs underlying this policy are:

- All bullying is unacceptable, regardless of how it is delivered or what excuses are given to justify it.
- The school recognises the detrimental effect on pupils who may be subjected to bullying and will work actively to minimise the risks.
- Both those who are bullied and those who bully will be treated in a supportive manner, rather than being regarded as a burden on staff and peer groups.
- The harmful effect on pupil performance, which may be occasioned by bullying, is recognised and the school is committed to combating all bullying behaviour.

The school recognises bullying as a safeguarding concern when it places a child at risk of harm. All reports of bullying will be taken seriously and considered within the wider safeguarding framework. The school is committed to creating a culture where all children feel able to report concerns, knowing that they will be listened to, supported and protected.

What is Bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Definition:
(Anti-bullying Alliance)

"The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be physical or psychological. It can happen face to face or through cyberspace."



Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals

What is Cyber-Bullying?

Cyberbullying or online bullying can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

Cyberbullying is often linked to discrimination, including on the basis of gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities.

Online bullying may take place through social media platforms, online gaming, messaging services, live-streaming applications, websites, artificial intelligence (AI) generated content and image-sharing services. Cyberbullying may also involve the creation or sharing of manipulated or synthetic images, including AI-generated images designed to humiliate, intimidate or target an individual.

Unlike other forms of bullying, cyber bullying can follow children and young people into their private spaces and outside school hours. Research by the Anti-Bulling Alliance from Goldsmiths College, University of London, identifies seven categories of cyber bullying:

1) Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.

2) Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and shaming physical attacks.

3) Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

4) Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

5) Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

6) Bullying through instant messaging (IM) is an Internet based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations on line.

7) Bullying via websites includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

Forms cyberbullying can take:

• threats and intimidation;
• harassment or stalking (e.g. repeatedly sending unwanted texts or instant messages);
• vilification and defamation;
• ostracism and peer rejection;
• impersonation;
• and forwarding or publicly posting private information or images

How cyberbullying differs from face-to-face bullying:

• the profile of the person carrying out the bullying;
• the location of online bullying;
• the potential audience;
• the perceived anonymity of the person cyberbullying;
• motivation of the person cyberbullying;
• and the digital evidence of cyberbullying

Some forms of bullying are attacks not only on the individual, but also on the group to which he or she may belong. Within school we will pay particular attention to:

- Racial harassment and racist bullying
- Sexual bullying
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities.
- The definition of disability under the Equality Act: 'a person has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.'
- Under the Equality Act 2010 it is against the law to discriminate against anyone because of:
- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child

- Disability
- Race including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sex
- Sexual orientation
- Hate Crime – A hate crime is any occurrence that is perceived by the victim, or any other person to be one of the following:
- Racist
- Homophobic
- Transphobic (discrimination against transsexual or transgender people)
- Or because of a person's:
- Religion
- Beliefs
- Gender identity
- Disability

Particular attention will also be given to children who are vulnerable to bullying, including looked after children, previously looked after children, young carers, pupils eligible for free school meals, pupils with SEND, pupils with medical needs and children experiencing mental health difficulties

Persons covered by this policy:

The whole school community, including pupils, whether permanently or temporarily on the school roll, will be covered by this policy. The school and the Local Authority treat bullying among their employees as a potential disciplinary matter.

Action to combat bullying:

School tackles bullying by creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Our school values of; respect, honesty, faith, community, perseverance, and kindness all serve to support our work on anti-bullying.

Activities which the school has established in an effort to combat bullying behaviour include:

- Ensuring all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- Ensure that everyone in the whole school community upholds the school values (respect, honesty, faith, community, perseverance, and kindness) and the Christian ethos of the school;
- Openly discussing differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We also teach children that using any prejudice based language is unacceptable;
- Providing a secure and confidential forum during circle-time to deal with issues surrounding bullying; including reminders given regularly for children to TELL
- Preventative work provided in all areas of the curriculum and particularly in PSHE lessons. Work involving talking to pupils about issues of difference, through dedicated events or projects;

- Raising awareness through assemblies;
- Schools commitment to taking part in 'Anti Bullying Week' every Autumn term;
- School production of anti-bullying information i.e. pamphlets
- School Councillors supporting pupils who may be victims of bullying;
- Play leaders supporting pupils during lunchtimes;
- Using specific organisations or resources for help with particular problems eg NSPCC
- Recognising the significant impact that cyberbullying can have on an individual and as such the school we seek both to educate and to eliminate those actions that contribute to cyberbullying which include inappropriate texts, e-mail and phone messages;
- All children undertaking an e-safety training programme;
- All children, parents, staff, governors and visitors signing an Acceptable Use Agreement;
- Where bullying is proven to be consistently occurring, teachers having a responsibility to intervene by negotiating meetings with the parties concerned and communicating with colleagues who may be affected, the headteacher and parents;
- Consulting with pupils on a regular basis through the School Council, circle time, pupil surveys and pupil consultations, to establish their views and ideas for further development;
- Staff having class behaviour logs each year to note patterns in behaviour. These are retained in school over a period of 5 years, so as to provide evidence at a later date;
- School having Record of Discussion and Notice of Concern pro-formas so that serious behaviour concerns and meetings can be recorded formally;
- Consulting with parents and having an open door policy when parents have concerns or issues;
- Encourage parents to complete questionnaires and evaluations sent home by school;
- Including Health and Safety, Inclusion and Equality items on all meeting agendas;
- Parents' forum which meets at least twice per year.
- Using a range of rewards outlined in the school behaviour policy, including the methods of acknowledging good behaviour; Celebrating success is an important way of creating a positive school ethos around the issue.
- Providing age-appropriate teaching about respectful relationships, online conduct, equality, diversity and inclusion through the PSHE and Relationships Education curriculum.
- Promoting active bystander behaviours so that pupils know how to safely report concerns and seek help for themselves or others.

Individual Responsibilities:

It is important that pupils recognise the difficulties staff may encounter in ensuring that the purpose and intent of the Anti-Bulling Policy can be effectively enforced. In this regard pupils are expected to:

- Report all instances of bullying;
- Act in a respectful and supportive manner to their fellow pupils, reporting any suspected incidents, which the victim may be afraid to report;
- Adhere to and promote the aims and objectives of this statement;
- Refrain at all times from any behaviour which would constitute bullying of fellow pupils.

Parents too can play a vital role:

- Stressing to pupils the importance of sociable behaviour;
- Reporting any misgivings, they have concerning bullying;
- Actively endorsing and supporting Anti-Bullying Policy;
- Being aware and supervising their children using computers, e-mails and mobile phones;
- If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the headteacher. The headteacher is always informed of any bullying concerns at St Anne's C.E. Primary School and monitors the situation carefully. If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher. The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

The school considers it inappropriate to respond or retaliate with physical violence against an incident of bullying.

Reporting Bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe. Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies

The school has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult. Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher. When pupils report their concerns our staff are encouraged to listen and to believe. We involve children as far as possible in finding solutions.

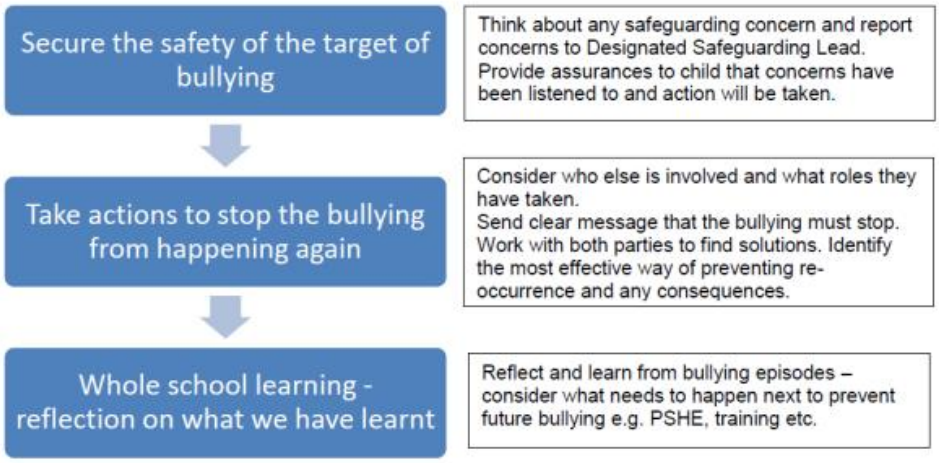
Reports may be made by pupils, parents, staff, governors or members of the wider community. Anonymous reports will be taken seriously and investigated where appropriate. The wellbeing and wishes of the child affected will be central to all decisions made

Management of Reported Bullying incidents

Every bullying concern will be investigated and recorded. Staff will consider:

the needs of the child being bullied;
the needs of the child displaying bullying behaviour;
whether the behaviour indicates a safeguarding concern;
whether wider support from external agencies is required.

The school will seek to restore positive relationships where appropriate, whilst ensuring the safety and wellbeing of all pupils remains paramount



Any reported incidents of bullying will be taken seriously. Sanctions will be applied as laid out in the school's behaviour policy.
Incidents of a more serious nature (e.g. violence towards staff or other children, continual name calling, intimidation or bullying, swearing, stealing and damaging property) will always be referred to the headteacher or deputy Headteacher and discretion will be used in selecting the most appropriate procedures:

- Parents will be informed either by telephone or letter, and will be invited to discuss the issues with the headteacher and class teacher, and hopefully resolve the situation.
- A home/school diary may be put in place to monitor the situation.
- The headteacher will formally inform parents of the consequences should the situation not improve.
- The school may initiate the Special Needs Code of Practice which may involve the work of outside agencies including Behaviour Support and the Educational Welfare Officer.
- The Chair of Governors may be informed.
- The headteacher has the legal right and option to use suspension.
- Should all of these avenues fail, the pupil may be permanently excluded in line with the school's Behaviour Policy and current statutory guidance on suspension and permanent exclusion, following Staffordshire County Council guidelines.

At St Anne's we do consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff follows the schools'' safeguarding policy. They consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, school considers whether a multi-agency assessment is necessary.

Responding to cyberbullying.

The school has the power to search and confiscate devices.

The following constitutes illegal activity:
• indecent images of children (under the age of 18, including self-created images);
• obscene content (for example depictions of rape or torture);

• hate crimes and incidents, including racist and homophobic material;
• revenge pornography (sexual images of people over the age of 18 that have been published or forwarded without permission);
• threats of violence, rape or death threats;
• and stalking and harassment

Where online bullying occurs, the school will work with parents, internet service providers, social media platforms, Staffordshire Safeguarding arrangements and the police where appropriate. The school will preserve evidence wherever possible and support pupils in reporting harmful online content.

Pupil conduct outside the school gates
Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils‟ behaviour in these circumstances "to such extent as is reasonable."
(DFE 2012)

At St Anne's, a teacher may discipline a pupil for: -
-any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school or
- misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Policy ownership and responsibilities:
Ultimate responsibility for this policy will rest with the headteacher, who will consult with the governing body. The Headteacher will report patterns, trends and significant bullying concerns to governors through safeguarding and behaviour reporting arrangements. Bullying data will be monitored and reviewed to evaluate the effectiveness of preventative measures and intervention strategies

Our ultimate aim is to provide a learning environment free of any threat or fear, which will enable us to support the aspirations, achievements and welfare of everyone in the school community. The school seeks to promote excellent relationships between staff and values this. However, we do recognise that on rare occasions in some school's staff have raised concerns about other staff and would therefore refer to the Whistle Blowing Policy.

This policy should be read alongside:

Behaviour Policy
Safeguarding and Child Protection Policy
Online Safety Policy
Relationships, Sex and Health Education (RSHE) Policy
Acceptable Use Agreements
Keeping Children Safe in Education 2026

Preventing and Tackling Bullying (DfE, July 2026)
Childnet Cyberbullying Guidance for Schools