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Anti-Bullying Strategy

St Nicholas CE Primary School

Approved by:	**Local Governing Body**
Date:	**September 2026**
Next review date:	**September 2027**

Introduction and Aims



St Nicholas CE Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Similarities and differences are valued, celebrated and nurtured. Bullying of any kind is unacceptable at our school. If any incidents do occur, both staff and pupils are encouraged to speak up, knowing that these situations will be addressed promptly and effectively.

The purpose of this strategy is:

- to ensure that all members of our school family have a common understanding of what bullying is
- to outline what St Nicholas CE Primary School will do to prevent and tackle all forms of bullying
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

Separate documents set out:

- our code of behaviour for children (Behaviour Policy)
- our policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation (Staff Code of Conduct).
- our policy for Safeguarding and Child Protection.

As outlined in this strategy, St Nicholas CE Primary School takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents/carers, whether by pupils, parents/carers or other staff members, is unacceptable.

What is bullying?

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying behaviour can take different forms. It could include:

- emotional: being unfriendly, excluding, tormenting
- physical: hitting, kicking, pushing, taking another's belongings, any use of violence
- direct/indirect verbal: name-calling, sarcasm, spreading rumours, teasing
- sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
- cyber-bullying: Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
- Prejudice-based and discriminatory: Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
    - Racial
    - Faith-based
    - Gendered (sexist)
    - Homophobic/biphobic
    - Transphobic
    - Disability-based

The following types of bullying are also hate crimes:

- racial, sexual, transphobic or homophobic bullying
- bullying someone because they have a disability.

We acknowledge that some acts of bullying will constitute a criminal offence (Preventing & Tackling Bullying DfE). In these cases, we would seek advice from local services. For example, Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

Legal framework

This strategy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and "Sexual violence and sexual harassment between children in schools and colleges" guidance. We have also considered Local Authority guidance as well as guidance from the NSPCC and the Anti Bullying Alliance.

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

We recognise that:

- bullying causes real distress and affects a person's health and development
- in some instances, bullying can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

- ensuring a shared understanding of our school ethos and vision, supported by our school values
- ensuring all pupils are aware of our Anti-Bullying Policy and our expectations
- holding regular discussions with staff, children, and families about bullying and how to prevent it
- having clear and robust anti-bullying procedures in place
- all staff being trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support
- participating in regular events to keep the profile of anti-bullying high, e.g. Anti-Bullying Week
- inclusive acts of Collective Worship and R.E. lessons include opportunities for children to understand how we are all unique
- using our PSHE curriculum to help children understand about the world and each other
- teaching children about online safety.

Discussions with members of our school family will focus on:

- group members' responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- empowering children and young people to actively stand up against bullying and become 'champions' for their peers
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

Pupils

All children have a duty to report bullying. If children become aware of hurtful behaviour, they should tell a grownup in school.

Parents/Carers

We expect all parents/carers to support their child's learning and to co-operate with the school. We work hard to build positive relationships with parents/carers and will always inform parents/carers if we have concerns about their child's welfare or behaviour.

If parents/carers are concerned about the way their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers should speak to the headteacher.

More information is available on the Local Authority's website: Help if your child is being bullied

How St Nicholas CE Primary School Responds to Specific Allegations of Bullying

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole.

When bullying has been reported, the following actions will be taken:

Stage 1

a) As it can be difficult to identify the bully and bullied in situations of conflict, once children are calm enough to engage in conversation, staff will work through the 5 Restorative Steps with any child involved in conflict/bullying.

Step 1: Tell the story - What has happened? Start from the beginning… What happened just before that?

Step 2: Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?

Step 3: Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?

Step 4: Needs – What do you need in order to find closure? What do you need to move forward?

Step 5: What next? What do you think will make things better? What needs to happen?

Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, etc.) and the class teacher and parents, of all children involved, will be notified.

b) The incident will be recorded on CPOMS (schools online log of incidents) without delay and the headteacher will be notified.

Stage 2

(For serious behaviour incidents, skip to Stage 3.)

Should children continue to behave in a way that is hurtful to others, Stage 1 will be repeated and the child causing harm will be treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of internal exclusion and will be decided by the headteacher.

Staff will offer support to any children who have been harmed and take necessary action to make sure they feel safe and reassured – with the children's consent, this may involve a restorative meeting that produces a written agreement between all children involved.

Stage 3

Should negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident, the child/children causing harm will be placed on an Inclusion Support Plan (ISP). An ISP (see Appendix) requires positive and negative behaviours to be identified by a relevant member of staff using a QCA Behaviour Assessment (see Appendix).

The child(ren) who have been harmed should be safeguarded from the harmer(s) until the point a meeting can be arranged with the parents/carers of the harmer(s). In a meeting involving school, parents/carers and the child, the behaviours causing concern must be acknowledged, possible triggers identified, and a SMART action plan put in place. The ISP should be reviewed weekly with key adults in school.

For any children who have suffered harm, we will assess their needs and, where possible, provide in-school welfare support. For significant cases and cases that constitute a criminal offence, children can be referred to SAFE! Support for Young People Affected by Crime, with the consent of their parent/carer.

Stage 4

Should negative behaviours persist following the implementation of an Inclusion Support Plan (ISP), the headteacher should seek advice* to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child.

If a child reaches Stage 4, the school should also work with the parents/carers to initiate a Strengths & Needs Assessment and/or Team Around the Family (TAF) – multi-agency meeting to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family.

* At Stage 4, the headteacher should also refer to the Learner Engagement Team's Guide for school leaders and agencies supporting school-age children / young people at risk of exclusion from school.

In all of these cases, a multi-agency meeting should be arranged to reduce the risk of exclusion:

- If a child has an Education Health and Care Plan their SEN Officer will be contacted to discuss the risk of exclusion
- If the child is Looked After, the Virtual School for Looked After Children will be contacted
- If the child is open to social care (Child in Need or Child Protection) the social worker will be contacted.

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying. Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures including:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

Contact details

Senior lead for Safeguarding and Child protection

Name: Amy King, Headteacher and Designated Safeguarding Lead

NSPCC Helpline 0808 800 5000

We are committed to reviewing our policy and practice at least once a year.

Appendix

QCA Behaviour Assessment

QCA Behaviour Assessment **Child's Name…… Date of Birth……**

Date…… Year Group……Term……Age at this date……Years and……Months.

School……

This assessment completed by……

(Please give your name and role, e.g. class teacher, year coordinator, SENCo, Parent, etc)

Is this the first use of this assessment (baseline) for this child?

(Please circle) **Yes** **No** - QCA assessment has been used before

Baseline was completed Date……..

Then further assessment(s)……

……

Part A EMOTIONAL		**30**
Part B CONDUCT		**30**
Part C LEARNING		**30**
Total		**90**

Part C EMOTIONAL BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
11. Has empathy eg is tolerant of others, shows understanding and sympathy, is considerate.	**1**	**2**	**3**	**4**	**5**	**6**
12. Is socially aware eg interacts appropriately with others, is not a loner or isolated, reads social situations well.	**1**	**2**	**3**	**4**	**5**	**6**
13. Is happy eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.	**1**	**2**	**3**	**4**	**5**	**6**
14. Is confident eg is not anxious, has high self-esteem, is relaxed, does not fear failure, is not shy,. is not afraid of new things, is robust.	**1**	**2**	**3**	**4**	**5**	**6**
15. Is emotionally stable and shows self control eg moods remain relatively stable, does not have frequent mood swings, is patient, is not easily flustered, is not touchy.	**1**	**2**	**3**	**4**	**5**	**6**

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Part B CONDUCT BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
6. Behaves respectfully towards staff eg respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.	**1**	**2**	**3**	**4**	**5**	**6**
7. Shows respect to other pupils eg interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.	**1**	**2**	**3**	**4**	**5**	**6**
8. Only interrupts and seeks attention appropriately eg behaves in ways warranted by the classroom activity, does not disrupt unnecessarily, or distract or interfere with others, does not pass notes, talk when others are talking, does not seek unwarranted attention.	**1**	**2**	**3**	**4**	**5**	**6**
9. Is physically peaceable eg is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.	**1**	**2**	**3**	**4**	**5**	**6**
10. Respects property eg values and looks after property, does not damage or destroy property, does not steal.	**1**	**2**	**3**	**4**	**5**	**6**

Part A LEARNING BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
1. Is attentive and has an interest in schoolwork eg is not easily distracted, completes work, keeps on task and concentrates, has good motivation, shows interest, enjoys schoolwork.	**1**	**2**	**3**	**4**	**5**	**6**
2. Good learning organisation eg works systematically, at a reasonable pace, knows when to move on to the next activity or stage, can make choices, is organised.	**1**	**2**	**3**	**4**	**5**	**6**
3. Is an effective communicator eg speech is coherent, thinks before answering.	**1**	**2**	**3**	**4**	**5**	**6**
4. Works efficiently in a group eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.	**1**	**2**	**3**	**4**	**5**	**6**
5. Seeks help where necessary eg can work independently until there is a problem that cannot be solved without the teacher's intervention.	**1**	**2**	**3**	**4**	**5**	**6**

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Inclusion Support Plan

Pupil:	
Date of ISP meeting:	Attending:

Attach updated Pupil Profile with strengths, strategies and outcomes

Support Plan meeting identified:

Current behaviour causing concern:

Possible triggers:

Possible strategies:

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Inclusion Support Plan

Actions identified from Inclusion Support Plan meeting:

What	Who/How	When

Include Support Arrangements from Outside Agencies

Arrangements for Review

Frequency of Review:	
Person Responsible:	
Date for Final Review:	

Any other information:

Signed: Date:

Copies to all adults working with child

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Inclusion Support Plan

Inclusion Support Plan Review

Name: Date:	Progress discussed with:					
QCA tracking Initial Date:	E		C		L	
Review Date:	E		C		L	

Notes from meeting

Areas of success

Areas of concern

Actions

Notes written by:

Date of next review meeting:

For further guidance, contact vulnerable.learners@oxfordshire.gov.uk