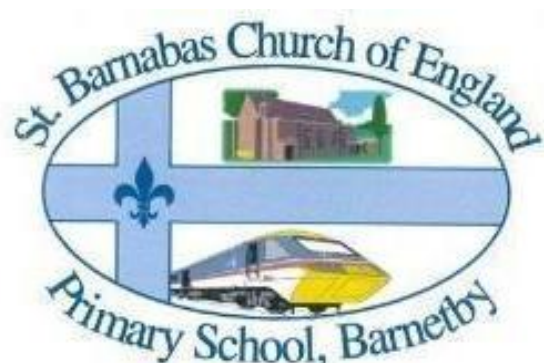


St Barnabas & St Helena's C of E Primary School Federation

"Learning Together to Unlock Our Potential"



Anti Bullying Policy and Procedure 2026

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This policy reflects the content of the North Lincolnshire anti-bullying strategy which can be found on the North Lincolnshire website (www.northlincs.gov.uk).

The anti-bullying policy takes its place within the general aims and ethos of the school. It has close links to the Child Protection, Behaviour and Relationship, Diversity, Computing and PSHCE policies.

Vision and Values

At St Barnabas and St Helena's Federation, children have the right to "**Learn Together in Unity**" and flourish enabling them to "**Unlock their potential**" in a school without fear of being hurt or intimidated. At the heart of our school are our values and we actively encourage children to develop. This policy reflects these values throughout.

Definition of Bullying

According to the "Anti Bullying Alliance" bullying is "The **repetitive**, intentional hurting of one person or group."

Bullying is not...

When talking about bullying, it is very important to understand what bullying is not. Many times, a single act or behaviour, whilst it is not acceptable and needs to be dealt with, is not considered bullying.

Children, and sometimes adults, will often identify any aggressive behaviour as bullying. Although such behaviours are a source of concern and need attention, it is important to separate them from bullying. Children will fall out and will say things that can cause upset. It is an important part of children's development to learn how to deal with friendship breakdown and where any such incidents in school take place, staff will support the children to resolve situations.

Forms of bullying

Bullying can take a number of forms, but some of the main types are:

- Physical (hitting, kicking, theft)
- Emotional (being unfriendly, tormenting, excluding)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact or abusive comments)
- Homophobic (focussing on sexuality)

Cyber bullying

Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face to- face bullying, with technology providing the bully with another route to harass their target.

Cyberbullying, like all bullying, should be taken very seriously. It is never acceptable, and a range of Education Acts and government guidance outline schools' duties and powers in relation to bullying. The Education and Inspections Act includes legal powers that relate more directly to cyberbullying; it outlines the power of head teachers to regulate the conduct of pupils when they are off-site and provides a defense in relation to the confiscation of mobile phones and other items.

Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. The police will be contacted if it appears that the law has been broken.

Why do Children Bully?

Children bully for many different reasons.

The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

Role of the Parent

We recognise that most parents/carers will find it hard to deal with the situation they are faced with if their child is involved in a bullying incident. Working together we aim to help parents to manage their feelings and find effective strategies at home and school to stop the bullying behaviour.

It is important to emphasise that at no point will it be tolerated when a parent of a "Victim" takes matters into their own hands and the intimidation of any child or families of the child is not acceptable. This may be interpreted as adult on child intimidation and, indeed bullying in itself. This behaviour is not in line with our Christian vision and values and does not resolve any issue, it will, indeed make the situation harder to deal with and may result in a ban from school premises or the police.

Parents need to trust the school to deal with the situation and, indeed, any such root cause, with care, and professionalism.

Role of the School

At St Barnabas and St Helena's Federation we use a variety of methods to support children in both preventing and understanding the consequences of bullying.

We do this well through...

- Attaching high importance to challenging bullying as part of a strong school ethos
- Teacher Continuous Professional Development
- Training for non-teaching staff.
- Curriculum content - we teach an effective Personal, Social and Health Education, in which bullying, kindness, friendship, resilience and compassion are part of this curriculum.
- Safer Internet Day
- Weekly Kindness Cup recognition.
- Safety lessons and ongoing content
- Collective Worships
- Anti Bullying Work
- Restorative Practice, as part of our Behaviour and Relationship Policy

Bullying of specific groups

Bullying, Child Protection and Looked After Children

In some cases, bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment. Increasingly agencies are concerned that violence between partners in the home, for example, can lead children who experience it to begin to see it both as normal and acceptable behaviour and begin to model it themselves.

A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self-esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'.

It is vital that all staff within the school know who the named teacher with responsibility for safeguarding is, and how they implement Child Protection procedures, including those relating to reporting concerns about children involved in bullying. In extreme cases the school may report acts of bullying as a Criminal Law issue.

Racist bullying

Racist bullying and individual incidents are unacceptable, and in some instances criminal.

Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it must be investigated and reported as a potential racist incident.

Homophobic bullying

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word "gay" as an insult. Individuals are commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image. Homophobic language is always challenged immediately, and repeated incidents reported and logged.

Bullying due to ability, disability or SEN

Pupils with SEN or disabilities may not be able to explain experiences as well as other children. However, they are at greater risk of being bullied. Children with behavioural problems may become 'provocative victims'. This behaviour may need to be addressed as a behaviour target on a Targeted Improvement Plan and shared with parents.

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route.
- Is unwilling to go to school.
- Becomes withdrawn, anxious or lacking in confidence.
- Becomes aggressive, abusive, disruptive or unreasonable.
- Starts stammering.
- Threatens or attempts to run away.
- Cries themselves to sleep at night or has nightmares.

- Feels ill in the morning.
- Performance in schoolwork begins to drop.
- Changes in eating habits
- Is frightened to say what is wrong.

Antibullying procedures

Parents

- If a parent suspects that the child is being bullied, they should contact the school. Parents should be prepared to talk about the signs and symptoms that they have observed. This will be listened to with sensitivity and understanding.
- Parents must then leave any investigations to the school. Asking other children or parents in the playground is not helpful and is likely to make the situation worse. This may take time, but parents need to trust school that such matters will be investigated thoroughly and appropriately.
- Parents should encourage their child to talk to an appropriate member of staff.
- Parents should refrain from telling their child to hit them back, this is condoning violence and further contributes to the situation.
- Name calling or slanderous comments of children by parents will not be tolerated and will be dealt with firmly.
- If a parent/carer is not satisfied with the way the school has dealt with the bullying, they should, in the first instance, arrange a meeting with the Headteacher. If the matter is still unresolved, they may follow the procedures set out in the school's Complaints Policy, which is available on request from the school office or available on the website.

Child

- If a child believes that they are being bullied or are unhappy in any way at school, they should report their feelings to a member of staff that they feel comfortable doing so.
- If any children are witness to such incidents, they must report what they saw to an adult within school.
- Any children will be supported in school, this may be through regular "check ins" or designated "Wellbeing time" being offered at points throughout the school day.

School

- School has a responsibility to speak to all parties involved or who may have witnessed such incidents, this may be both children and staff members who dealt with situations.
- All discussions will be recorded on the school system CPOMS.
- Updates will be shared with all appropriate parties at appropriate times.

Consequences

- Any such bullying incidents will be thoroughly investigated.
- As such children involved (the "bully") will need to discuss the situation with the "victim" using a restorative approach.

Consequences may be;

- loss of playtimes or lunchtimes for a short period of time.
- Loss of playtime and lunch times for a longer period of time.
- Loss of playtimes and lunchtimes for an extended period of times with the child entering school first thing in the morning with no time on the playground.
- Loss of after school provision for the safety of other children
- Isolated working conditions within school, removed from class for the safety of others.

RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING PATHWAYS OF HELP

Child discloses that they are being bullied



Step 1

Child meets with class teacher
Discussion of the facts
Restorative Approach discussed
Short review time



Step 2 - Bullying continues

Child speaks to Headteacher
Discussion/Interview with all parties
Recorded on CPOMS
Will use: suggested and agreed
actions/strategies
Children closely monitored in school
Parents informed
Short term review



Step 3

- Child reports that behaviour is still ongoing
- Headteacher invites all parties for a discussion (together or separately, whichever will achieve the best outcome)
- Child (not the victim) may miss playtimes, lunchtimes and have limited "free time" with other children.



Step 4

As above plus child and parents need to report daily to headteacher,
Child to be isolated from other children.



Step 5

Headteacher and Chair of Governors inform/seek advice from
LA Anti Bullying Coordinator

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues.

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline - advice and stories from children who have survived bullying 08000 1111.

Bullying online

www.bullying.co.uk

Parentline Plus - advice and links for parents www.parentlineplus.org.uk

08088002222

Parents Against Bullying

01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.

www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice on preventing and taking action against cyberbullying. A Canadian based site

www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting.

www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents - a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix 1

Important factors about children to take account of:

Key Stages 1 and 2 (five to 11 years)

Most children make an easy **transition** when they start school, but for some it can be a daunting experience. Children who have not had any pre-school education may find it especially hard. Some children just take a little longer to 'settle in' and to make new friends. They may need support in doing so. Bullying affects all age groups, but it is especially hard for young children to ask for help or know how to deal with it.

Family break-ups are a reality for many children and may cause mental health problems, making them feel anxious, guilty or responsible for the situation. Children of this age may find it hard to express how they feel. Even very young children need the chance to talk about what is going on and to be reassured that they are not to blame.

Self-image is an important issue for all children and young people but may have an especially important towards the end of Key Stage 2. The way young people feel about their looks, body shape and size, and how they believe other people see them, is closely tied up with self-esteem. Growing sexual awareness may be a source of anxiety for some children, and these issues are addressed sensitively through the school's PSHCE policy.

Appendix 2

Developing proactive approaches to tackling bullying through the curriculum

PSHE

Not all of PSHE is a statutory part of the curriculum, but it covers topics that are important if we want our children and young people to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing - how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children and young people to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

There is a great deal to cover in the PSHE curriculum, in very little time. However, there are opportunities to develop, and/or reinforce the various topics across and beyond the curriculum. The following are relevant national curriculum statements for each Key Stage. This information was taken from the National Curriculum website - www.nc.uk.net.

Key Stage 1

The PSHE curriculum guides students to:

- ❖ Recognise what they like and dislike, what is fair and unfair, and what is right and wrong - including inappropriate touching.
- ❖ Share their opinions on things that matter to them and explain their views.
- ❖ Recognise, name and deal with their feelings in a positive way.
- ❖ Think about themselves, learn from their experiences and recognise and enjoy what they are good at.
- ❖ Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people)
- ❖ How to make simple choices that improve their health and wellbeing.
- ❖ Listen to other people and play and work co-operatively.
- ❖ Identify and respect the differences and similarities between people.
- ❖ Acknowledge that family and friends should care for each other.
- ❖ Learn about bullying - there are different types, that it is wrong, and how to get help to deal with bullying.

There are other opportunities to reinforce these topics across the wider curriculum:

English

- ❖ There are opportunities to develop speaking, listening, and group work, and to explore situations and emotions within the English curriculum.

Science

- ❖ How to treat animals with care and sensitivity. Link this to how your actions can affect another creature.

- ❖ Recognise similarities and differences between themselves and others, and to treat others with sensitivity.

PE

- ❖ Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress. Identify the benefits of being involved in sport for forming relationships, learning interdependence, etc
- ❖ Dance activities. Use dance to express and communicate ideas and feelings. Also, cover dance from different times and cultures to explore differences.

Computing

- ❖ How to find information. Look for information about emotional health and wellbeing.

Art

- ❖ Exploring and developing ideas. A good opportunity to explore and communicate feelings.

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment. Students could fill in charts, draw, write about or talk through how they feel in a variety of situations, complete stories, make collages or explore ideas further through dance and drama. Older students could draw a cartoon strip or write an article for a magazine.

Key Stage 2

The PSHE curriculum guides students to:

- ❖ Be able to talk and write about their own opinions, and explain their views.
- ❖ Being able to recognise self-worth, their achievements, and their good points.
- ❖ Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action.
- ❖ Recognise that as they approach puberty, their emotions can change.
- ❖ How to deal with their feelings towards themselves, their family and others in a positive way.
- ❖ Realise the consequences of anti-social and aggressive behaviours such as bullying and racism.
- ❖ What makes for a healthy lifestyle - what affects mental health, and how to make informed choices.
- ❖ Pressure to behave in an unacceptable or risky way - whether from friends or adults. How to get help and use basic techniques for resisting pressure.
- ❖ How their actions affect themselves and others. To care about other people's feelings and try to see their point of view.
- ❖ Think about the different types of relationships - includes marriage and friendships. Develop the skills necessary for forming relationships.
- ❖ Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help.
- ❖ Appreciate the differences and similarities between people - can include disabilities, mental health problems, as well as racial and cultural differences.
- ❖ Where individuals, families and groups can go to get help and support.

There are other opportunities to reinforce these topics across the wider curriculum:

English

- ❖ There are opportunities to develop speaking, listening, and group work within the English curriculum, and there are opportunities to learn how to read and understand a text. This will help to give students the skills to discuss and reflect on important issues that might come up in their school or private life.

Computing

- ❖ How to find information. Find and retrieve information about mental health.

PE

- ❖ Knowledge and understanding of fitness and health. Include the place of exercise in helping to deal with stress, and the benefits of being involved in sport for forming relationships, independence, etc.

Key Stage 2 activities should address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally, activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong. Students could draw, write stories and use drama to explore issues that they may otherwise have difficulty talking about. Also try using *Galaxy-H*, (on www.wiredforhealth.gov.uk) an interactive site designed for Key Stage 2 pupils. This contains online and downloadable activities.

Appendix 3

Government guidance

Key Guidance and Legislative Frameworks

Promoting children's mental health within early years and school settings. DfES, 2026
Children's Wellbeing and Schools Act [Children's Wellbeing and Schools Act](#)

Intervening early: a snapshot of approaches primary schools can use to help children get the best from school. DfES/Coram Family. Available from www.dfes.gov.uk/sen

Bullying: Don't Suffer in Silence: An Anti-Bullying Pack for Schools. [Anti Bullying in School Pack](#)

Curriculum

The National Curriculum Handbook for Primary Teachers in England: Key Stages 1 & 2. The National Curriculum Handbook for Secondary Teachers in England: Key Stages 3 & 4. Stationery Office, 2000. Available from www.nc.uk.net

National Healthy School Standard

National Healthy Schools Standard: Guidance, DfEE, 1999. Further information on the National Health Schools Standard.

Legal information

Below are some references to the various acts and conventions:

SEN Code of Practice 2024 - [SEND Code of Practice](#)

The 1998 Human Rights Act -

Stationery Office, 2000 www.hmso.gov.uk/acts/acts1998/19980042.htm

Specific Legal Advice

For legal advice about a specific child, you could contact the Children's Legal Centre
www.childrenslegalcentre.com

Schemes of work

There are schemes of work for the statutory elements of the curriculum. These can all be found at www.standards.dfes.gov.uk/schemes

They provide information which will help you plan and implement the National Curriculum. It includes lesson ideas and downloadable materials. At Saint Barnabas and Saint Helena's Federation we use Jigsaw and Pol - ED to deliver our PSHE Curriculum.

Behaviour and Education Support Teams (BESTs)

These multi-agency teams will work closely with defined groups of schools to promote positive behaviour in all pupils. www.teachernet.gov.uk/Management/workingwithothers/