

Oakington C of E Primary School



Anti-bullying Policy

April 2026

Review Date: April 2027

Local Governing Body

Anti-Bullying

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

As a school we work to promote a rights ethos where children are safe, can express their opinions and realise their potential.

All members of our community share the same core rights:

- The right to be treated with respect;
- The right to be safe physically and emotionally;
- The right to learn without unfair distraction.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

Definition of Bullying:

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

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

Specific types of bullying include:

The three main types of bullying are:

- Physical – this includes any act that results in physical harm and the taking or deliberate damaging of property.
- Verbal- this includes name calling, insulting or discriminatory remarks (racist, sexist, homophobic, biphobic or transphobic), teasing, threats and extortion or sending nasty notes, text messages, emails etc.
- Indirect- this includes ostracising or the spreading of nasty stories about someone and social exclusion of an individual.

Prejudice Related Bullying – Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- race including colour, nationality, ethnic or national origin including Gypsy Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. Other vulnerable groups include:

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers. In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying – inappropriate text messaging or e-mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Reporting/ responding to bullying and procedures

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Parents, children and visitors to the school are encouraged to be alert to issues of bullying and report them to school staff immediately. When incidents are brought to the attention of staff, incidents will be recorded and logged onto our online recording system.

All reported incidents will be taken seriously and investigated, involving all parties. The staff are aware of and follow the same procedures.

The following steps will be taken:

- All parties will be interviewed
- Parents will be informed
- Appropriate disciplinary sanctions will be implemented in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable.
- Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up conversations will take place, in particular keeping in touch with the person who reported the situation, parents/carers

- A clear complaints procedure is in place for parents/carers who are not satisfied with the school's actions
- A range of follow-up responses and support is appropriate to the situation for all involved e.g. solution focused, restorative approach, circle of friends, buddies, individual work with victim (e.g. time to talk/ mentor/ Drawing and Talking interventions), perpetrator and bystanders, referral to outside agencies if appropriate
- Liaising with the wider community will be undertaken if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded and logged by the member of staff who deals with the incident.

Prejudice related bullying/incidents are reported to the local authority.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular up- date meetings.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils at Oakington Primary School we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

Strategies used across the whole school related to our three core rights – outlined at the beginning of this policy ('Encouraging and rewarding good behaviour; 'Managing unacceptable behaviour').

Celebration of good behaviour in class and whole school assemblies

Staff and pupils are able to nominate others who are displaying Rights Respecting behaviour, these are read out in assembly and celebrated in newsletters.

Involvement in anti-bullying lessons and anti-bullying themed weeks linked to national initiatives

Specific curriculum input on areas of concern such as cyber bullying/ internet safety, homophobic, racist bullying

Student voice, school council

Peer mentoring and/or Playground Buddying and other student lead initiatives

Mentoring provided by the Family Partnership Worker (individual pupils/ small group work)

Specific initiatives/ referrals for identified groups or individuals (where possible, referrals for Drama-therapy/ Play -therapy/ links with Youth Workers/ referrals to BigSibs).

Support for parents/carers:

Community Parent courses/ groups

Parent information events/information

Support for all school staff

All members of our community share the same core rights:

The right to be treated with respect; The right to be safe physically and emotionally; The right to learn without unfair distraction

Staff training and development for all staff including those involved in lunchtime and before and after school activities

Our approach to anti-bullying supports the following articles from the United Nations Convention on the Rights of the Child:

Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 - Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Links with other policies:

- Behaviour Policy
- Codes of conduct
- Safeguarding Policy/ Child protection
- E-safety and Acceptable Use Policy
- Cyber bullying and e-safety
- Equalities policy
- Prejudice related crime(homophobia, race, religion and culture and SEN/disability
- Confidentiality Policy
- Reporting and recording
- PSHE/Citizenship
- Complaints Policy

Useful organisations

Anti-bullying Alliance (ABA) – www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay, bisexual and transgender charity – Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International – The UK's safer internet centre

NSPCC/ChildLine– www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19.

NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – <https://www.theredcard.org/education/>

LGB Approval

Head Teacher	Amanda Gibbard	Signed	Amanda Gibbard	Date	June 2026
Chair	Michael Bigg	Signed	Michael Bigg	Date	June 2026