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# Anti-bullying policy

March 2025

*Version 4.2*

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## 1 Introduction

- 1.1 At Sonning Common Primary School (SCPS), we are committed to working with children, staff, governors and parents/carers/guardians to create a school environment where similarities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure.
- 1.2 We firmly believe that every child in our care has the right to feel safe, secure and happy in school and in all school activities. We recognise the seriousness of all forms of bullying and the deeply damaging impact it can have on those involved. We recognise the value of talking about bullying and of equipping children with strategies for dealing with bullying should they encounter it.

## 2 Aims

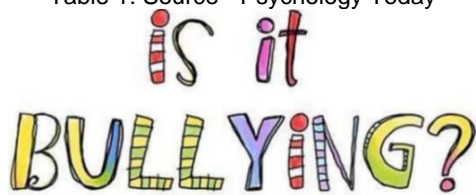
- 2.1 Bullying of any kind is unacceptable and will never be tolerated at our school. At SCPS we expect our children to uphold our school values of:
- Respect
  - Truth
  - Kindness
  - Politeness
  - Doing your best
- 2.2 We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society, their secondary school, workplace or further study setting.
- 2.3 The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.
- 2.4 While bullying and making mistakes is a fact of life, bullying will not be tolerated in or outside of our school.
- 2.5 This policy should be read in conjunction with the following school policies, available on our website.
- *Behaviour management policy*
  - *Use of information technology policy*
  - *Equality, diversity and inclusion policy*

- *Suspension and exclusion policy*
- *Relationships and Sex Education policy*
- *Safeguarding children policy*
- *SEN policy*

### 3 What is Bullying

“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 and online.” - [Anti-Bullying Alliance](#)

Table 1: Source - Psychology Today



When someone says or does something *unintentionally* hurtful and they do it once, that's  
**RUDE.**

When someone says or does something *intentionally* hurtful and they do it once, that's  
**MEAN.**

When someone says or does something *intentionally* hurtful and they *keep doing it*—even when you tell them to stop or show them that you're upset—that's  
**BULLYING.**

Whether intended or not, hurtful behaviour must be challenged.

**Everybody has the right to feel safe.**

No form of bullying will be tolerated in our school and all incidents will be taken seriously.

3.1 Below are some factors that can make people vulnerable to bullying, with reference to the Equality Act 2010 and the 9 protected characteristics within it.

- are in foster care or residential homes (Looked After Children / Children We Care For)
- are understood to be at risk from a range of safeguarding or Child Protection issues
- have specific special educational needs – e.g. Autism
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start school or an activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying
- experienced poverty or deprivation

- are perceived as different in some way

## 4 Types of bullying

4.1 The repeated negative **use of bodily contact** to intentionally hurt others.

- *Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.*

4.2 The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.

- *Verbal harm – e.g. name calling, insulting, teasing, ‘jokes’/banter ([click here](#) to view the Anti-Bullying Alliance’s ‘Banter or Bullying?’ webpage), mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.*

4.3 The repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others.

- *Non-verbal harm – e.g. staring, body language, gestures.*
- *Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.*

4.4 The repeated negative **use of technology as a medium** to intentionally hurt others.

- *Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages*

4.5 The repeated negative treatment of another **incited by a parent/carer**.

4.6 We acknowledge that some acts of bullying will constitute a criminal offence ([Bullying and the law – Anti-Bullying Alliance](#)). In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority’s Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

## 5 Bullying outside of school

5.1 Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school.

*'Where bullying outside school is reported to school staff, it should be investigated and acted on.'*

(DfE Preventing and Tackling Bullying, p.6)

- 5.2 Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' well-being beyond the school day. Staff, parents/carers/guardians and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.
- 5.3 We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend SCPS, we will seek advice and guidance from local services (e.g. Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

## **6 Possible indicators of bullying**

- 6.1 We recognise that the following behaviours may suggest that someone is being bullied:
- disturbed sleep
  - bed-wetting
  - head and stomach aches
  - problems with concentration
  - changes in behaviour and attitude
  - school refusal
  - bullying other children
  - damaged or missing clothes / money / property
  - asking for more money than usual or stealing money
  - withdrawn or changes in their usual behaviour patterns or attitude
  - distressed or emotional and finds it hard to articulate their feelings
  - changes in their eating patterns
  - changes in their online activity
  - shows evidence of self-harming or even for extreme cases potential suicide
  - is unusually tired without a reasonable explanation
  - has unexplained bruises or marks on their body - some may refuse to change for PE
  - repeatedly comes to school without dinner money or a packed lunch
  - seems afraid to be alone and requires more adult interaction
  - This list is not exhaustive. In addition, these behaviours could also indicate other issues for which schools may refer to their Behaviour and Child Protection and Safeguarding Policies for guidance

## **7 School initiatives to prevent and tackle bullying**

- 7.1 The Sonning Common Primary School approach to tackling bullying is both preventative and reactive.

- 7.2 We use the PSHCE materials to develop self-awareness, personal management of feelings, motivation, empathy and social skills in all our children. We actively teach children strategies for developing behavioural skills which create positive relationships and the necessary skills for identifying and coping with potential bullying behaviour (see Behaviour Management Policy).
- 7.3 Our work using the Say No to Bullying theme focuses specifically on the bullying that sometimes happens between children, on the feelings involved and on the varied roles that people take on within bullying situations; the person(s) displaying bullying behaviour, the person(s) being bullied and the 'witnesses' or by-standers.
- 7.4 Our whole school ethos both within and outside of classrooms is one based on respect and consideration for all, listening to our own and others' feelings, and a strong behavioural code developed and continually reviewed by our whole school community.
- 7.5 As a school community we understand that there are different roles within bullying. We discuss these roles with our children. We also understand that the same child can adopt different roles at different times, or indeed at the same time.
- The ring-leader, the person who through their social power can direct bullying activity.
  - Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring-leader).
  - Reinforcers who give positive feedback to the bully, perhaps by smiling or laughing.
  - Outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
  - Defenders who try and intervene to stop the bullying or comfort children who experience bullying.
- 7.6 We work with staff, our designated pastoral team and outside agencies to identify all forms of bullying. We are pro-active in early identification of pupils who may be at risk and we use data e.g. deteriorating attendance, poor punctuality, lack of progress and diminishing achievement as potential indicators of vulnerability to, or suffering from bullying
- 7.7 We consider emotional, behavioural and physical problems as potential signs of bullying and actively provide systematic opportunities to develop children's social and emotional skills, including their resilience.
- 7.8 We consider opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council, as well as through lessons taught in accordance with the PSHCE Curriculum.
- 7.9 We train all staff to identify bullying and follow anti-bullying policy and procedures.

- 7.10 We carefully select appropriate strategies and external support where this is needed (see Safeguarding Policy)

## 8 Reporting – Roles and Responsibilities

- 8.1 **Governors:** The Governing Board have a duty to ensure the school has policies in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such policies.
- 8.2 **Headteacher:** It is the responsibility of the headteacher, with the support of senior leaders, to implement the school's Anti Bullying Policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school, with the support of the Designated Safeguarding Lead.
- 8.3 The headteacher must ensure that the Anti-Bullying Policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training, in the implementation of the policy.
- 8.4 The Headteacher, supported by class teachers, is also responsible for ensuring expectations of behaviours are clear to all children and that children know what to do if they or somebody else is being mistreated or bullied.
- 8.5 Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Dealing with an Incident' section. Indeed, every case will be unique.
- 8.6 **Anti-Bullying Lead:** The Anti-Bullying Lead, with the support of the headteacher and Anti-Bullying Ambassadors, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying.
- 8.7 In addition, the Anti-Bullying Lead is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying at SCPS.

**Our Anti-Bullying Leads are: Tom Andrews and Tim Coates**

## 9 Staff (Teaching and Non-Teaching) and Adult visitors

- 9.1 All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours. At SCPS, we believe that **the behaviour we walk past is the behaviour we accept.**

9.2 All adults at SCPS should aim to:

- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

9.3 SCPS supports staff to promote positive relationships and identify and tackle bullying appropriately, for example through the KiVa programme.

9.4 Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act, follow the steps outlined in 'Dealing with an Incident' and inform their class teacher without delay.

## **10 Pupils**

10.1 All children have a duty to report bullying. If children become aware of hurtful behaviour, they should reassure the children involved that they will act and inform an adult without delay.

## **11 Role of Parents / Carers /Guardians**

11.1 At SCPS, we aim to work closely with parents/carers/guardians so that our children receive consistent messages about appropriate ways to behave in and out of school. Behaviour expectations are clearly communicated via parent newsletters and our website.

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

11.3 If the school uses reasonable sanctions to manage a child's behaviour, it is essential that parents/carers/guardians support the actions of the school. If parents/carers/guardians have concerns about the way that their child has been treated, they should initially contact the class teacher. If concerns remain, parents/carers/guardians should speak with a member of the Senior Leadership Team. If after this, concerns remain, parents/carers/guardians should speak to the headteacher.



- 11.4 For more information, go to Oxfordshire County Council's ['Help if your child is being bullied'](#) webpage.

## 12 Dealing with an Incident – Stage 1

- 12.1 As it can be difficult to identify the bully and bullied in situations of conflict, and 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?

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

## 13 Dealing with an Incident – Stage 2\*

\*For serious behaviour incidents, skip to Stage 3.

- 13.1 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 Management Policy to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of internal exclusion or time spent off the playground and will be decided by the headteacher.
- 13.2 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.

## 14 Dealing with an Incident – Stage 3

- 14.1 Should negative behaviours persist following Stage 2 intervention(s) or a serious behaviour incident, the child/children causing harm will be placed on a Pupil Passport which requires positive and negative behaviours to be identified by a relevant member of staff using a QCA Behaviour Assessment (see Appendix). The children who have been harmed should

be safeguarded from the harmer until the point a meeting can be arranged with the parents/carers/guardians of the harmer. In a meeting involving school, parents/carers/guardians 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 regularly with key adults in school.

- 14.2 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/guardian.

## 15 Dealing with an Incident – Stage 4

- 15.1 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.
- 15.2 If a child reaches Stage 4, the school should also work with the parents/carers/guardians to initiate a Strengths and Needs Assessment and 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. TAF meetings should take place every 6 weeks.
- 15.3 \* 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](#).
- 15.4 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** we will contact the OCC SEN Officer to discuss the risk of exclusion.
  - If the child is a **Looked After Child** we will contact the Virtual School for Looked After Children.
  - If the child is open to social care (**Child in Need or Child Protection**) we will contact the social worker.

## **16 Safeguarding**

- 16.1 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.

## **17 Special Educational Needs and Disabilities (SEND)**

- 17.1 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.
- 17.2 Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

## **18 Recording and Reporting**

- 18.1 SCPS records incidents of bullying using EDUKey Safeguarding app and analyses patterns of behaviours as part of weekly Senior Leadership meetings. Reflection sheets, completed by children as part of our restorative approach, are filed in a folder which is stored in the main office. Termly feedback is made available for governors via the headteacher's report.
- 18.2 Pupil Voice is central to the culture and ethos of our school. We use pupil voice to evaluate how relevant this policy is to children's lives and ensuring the feel safe and able to learn.
- 18.3 The headteacher is responsible for reporting to the Governing Board on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly headteacher's report, school monitoring visits and focus groups with pupils. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Governing Board.

## **19 Dissemination**

The Policy is available on the school web site and a paper copy is available from the school admin office on request.

## **20 Reviewing the Policy**

This policy will be reviewed annually by the Headteacher and monitored by the Link Governor changes made to ensure that the Policy is relevant and up to date.

## 21 Appendix 1 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 <b>A</b> LEARNING BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
<b>1. Is attentive and has an interest in schoolwork</b> 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
<b>2. Good learning organisation</b> 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
<b>3. Is an effective communicator</b> eg speech is coherent, thinks before answering.	1	2	3	4	5	6
<b>4. Works efficiently in a group</b> eg takes part in discussions, contributes readily to group tasks, listens well in groups, works collaboratively.	1	2	3	4	5	6
<b>5. Seeks help where necessary</b> eg can work independently until there is a problem that cannot be solved without the teacher's intervention.	1	2	3	4	5	6



Part <b>B</b> CONDUCT BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
<b>6. Behaves respectfully towards staff</b> eg respects staff and answers them politely, does not interrupt or deliberately annoy, does not show verbal aggression.	1	2	3	4	5	6
<b>7. Shows respect to other pupils</b> eg interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.	1	2	3	4	5	6
<b>8. Only interrupts and seeks attention appropriately</b> 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
<b>9. Is physically peaceable</b> 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
<b>10. Respects property</b> eg values and looks after property, does not damage or destroy property, does not steal.	1	2	3	4	5	6

Part <b>C</b> EMOTIONAL BEHAVIOUR	Not at all	Rarely	Sometimes	Fairly often	Often	Always
<b>11. Has empathy</b> eg is tolerant of others, shows understanding and sympathy, is considerate.	1	2	3	4	5	6
<b>12. Is socially aware</b> eg interacts appropriately with others, is not a loner or isolated, reads social situations well.	1	2	3	4	5	6
<b>13. Is happy</b> eg has fun when appropriate, smiles, laughs, is cheerful, is not tearful or depressed.	1	2	3	4	5	6
<b>14. Is confident</b> 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
<b>15. Is emotionally stable and shows self control</b> 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