

Elham Church of England Primary School

Creating lifelong learners guided by God's teaching.



Anti-Bullying Policy

December 2025

**Based on 'Preventing and Tackling Bullying'
DfE guidance July 2017**

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents. This policy runs alongside our Child Protection Policy.

Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy: (Joseph Magliocco, Headteacher)

Designated Safeguarding Lead(s):

- Mr Joseph Magliocco (Lead DSL)
- Mrs Victoria Hall (SENCO, DDSL)
- Mrs Alex Grady (DDSL)

Our School Vision

At Elham, we believe that every child is a unique gift from God, with their own potential to flourish and grow. Guided by Christian faith and love, our school is a nurturing community where all are welcomed, valued, and inspired to aim high, act with compassion, and live with integrity. We instill a deep sense of **faith**, hope, and purpose, encouraging our pupils to act with **empathy** and serve others with love.

We are committed to **achievement for all**, ensuring that every child—regardless of background or starting point—is supported and challenged to thrive. We are guided by a belief in encouraging children to dream boldly and persevere with purpose. Learning is our purpose and commitment.

We are a **community**, deeply rooted in our rural location and influenced strongly by our local parish. We are here for our children and their families, and we recognise the central role we play as a part of our village.

We celebrate ambition and through a rich and inclusive curriculum, we help our children grow into confident, kind, and thoughtful individuals who make a positive difference in the world.

Our Narrative

New Living Translation John 6:5-14 Jesus Feeds the Five Thousand

5 Jesus soon saw a huge crowd of people coming to look for him. Turning to Philip, he asked, "Where can we buy bread to feed all these people?" 6 He was testing Philip, for he already knew what he was going to do.

7 Philip replied, "Even if we worked for months, we wouldn't have enough money^[a] to feed them!" 8 Then Andrew, Simon Peter's brother, spoke up. 9 "There's a young boy here with five barley loaves and two fish. But what good is that with this huge crowd?"

10 "Tell everyone to sit down," Jesus said. So they all sat down on the grassy slopes. (The men alone numbered about 5,000.) 11 Then Jesus took the loaves, gave thanks to God, and distributed them to the

people. Afterwards he did the same with the fish. And they all ate as much as they wanted. 12 After everyone was full, Jesus told his disciples, "Now gather the leftovers, so that nothing is wasted." 13 So they picked up

the pieces and filled twelve baskets with scraps left by the people who had eaten from the five barley loaves. 14 When the people saw him^[b] do this miraculous sign, they exclaimed, "Surely, he is the Prophet we have been expecting!"^[c]

Elham Church of England Primary School Anti-Bullying Policy

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "Keeping Children Safe in Education".

1) Policy objectives:

- This policy outlines what Elham Church of England Primary School will do to prevent and tackle all forms of bullying.

- The policy has been adopted with the involvement of the whole school community.

- Elham Church of England Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

2) Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- o Behaviour and discipline policy

- o Complaints policy

- o Child Protection policy

- o Staff Code of Conduct policy

- o Online safety and Acceptable use policies (AUP)

- o Curriculum policies, such as: PSHE, citizenship and computing
- o Mobile phone and social media policies

3) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- o The Education and Inspection Act 2006, 2011
- o The Equality Act 2010 o The Children Act 1989
- o Protection from Harassment Act 1997
- o The Malicious Communications Act 1988 o Public Order Act 1986

4) Responsibilities

It is the responsibility of:

- o The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- o Governors to take a lead role in monitoring and reviewing this policy.
- o All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- o Parents/carers to support their children and work in partnership with the school.
- o Pupils abide by the policy.

5) Definition of bullying

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

6) Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- o Bullying related to race, religion, nationality or culture
- o Bullying related to SEND (Special Educational Needs or Disability)
- o Bullying related to appearance or physical/mental health conditions
- o Bullying related to sexual orientation (homophobic bullying)

- o Bullying of young carers, children in care or otherwise related to home circumstances
- o Sexist, sexual and transphobic bullying
- o Bullying via technology, known as online or cyberbullying

7) School ethos

The Elham Church of England Primary School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential. This links directly to our School Vision and Values, in keeping with Faith, Achievement, Community and Empathy. In following our school vision and values, we are committed to addressing and combating bullying of all forms in our school.

Our Community:

- o Monitors and reviews our anti-bullying policy and practice on a regular basis.
- o Supports staff to promote positive relationships, to help prevent bullying.
- o Recognises that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- o Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- o Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.

- o Requires all members of the community to work with the school to uphold the anti-bullying policy.
- o Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- o Seeks to learn from good anti-bullying practice elsewhere.
- o Utilises support from the Local Authority and other relevant organisations when appropriate.

8) Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- o If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- o Records will be kept using CPOMs
- o The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- o The headteacher/ designated safeguarding lead or another member of the leadership team or middle managers will interview all parties involved.
- o The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- o The school will inform other staff members, and parents/ carers, where appropriate.
- o Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.

o If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).

o Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

o A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. Records will be kept using the google behaviour logs. This will include recording appropriate details regarding decisions and action taken.

o Bullying Allegations will also be recorded using the KCC Management Information tool.

Cyberbullying

When responding to cyberbullying concerns, the school will:

o Act as soon as an incident has been reported or identified.

o Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

o Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

o Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems;

- identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.

o Working with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

o Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

o Inform the police if a criminal offence has been committed.

o Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:

- o Reassuring the pupil and providing continuous support.
- o Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- o Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- o Working towards restoring self-esteem and confidence.
- o Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- o Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

Pupils who have perpetrated the bullying will be helped by:

- o Discussing what happened, establishing the concern and the need to change.
- o Informing parents/carers to help change the attitude and behaviour of the child.

- o Providing appropriate education and support regarding their behaviour or actions.
- o If online, requesting that content be removed and reporting accounts/content to service provider.
- o Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, removal of privileges .eg. break or play times (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- o Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults (staff and parents) who have been bullied or affected will be supported by:

- o Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- o Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- o Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools behaviour and discipline policy.

- o Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- o Reassuring and offering appropriate support.
- o Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- o Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- o Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- o If online, requesting that content be removed.
- o Instigating disciplinary, civil or legal action as appropriate or required.

Note: Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers:

www.kelsi.org.uk/child-protection-and-safeguarding/e-safety

9) Preventing bullying Environment

The whole school community will:

- o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. Underpinned by our school values of Faith, Achievement, Empathy and Community.
- o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).

- o Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- o Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- o Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- o Actively create "safe spaces" for vulnerable children and young people.
- o Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- o Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- o Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- o Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

o Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

o Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).

o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.

o Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

10) Involvement of pupils

We will:

o Regularly canvas children and young people's views on the extent and nature of bullying.

o Ensure that all pupils know how to express worries and anxieties about bullying.

o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

o Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

o Publicise the details of internal support, as well as external helplines and websites.

o Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

11) Involvement and liaison with parents and carers

We will:

- o Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- o Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- o Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- o Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- o Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

12) Record Keeping

All forms of inappropriate behaviour will be recorded via CPOMs. Bullying and allegations of bullying will also be reported via KELSI. Governors are kept updated about the number of bullying cases via the HT's report.

13) Monitoring and review: putting policy into practice

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning. The headteacher will be informed of bullying concerns, as appropriate. The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

14) Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

● Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

● The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

● DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

● Childnet International: www.childnet.com

● Digizen: www.digizen.org

● Internet Watch Foundation: www.iwf.org.uk

● Think U Know: www.thinkuknow.co.uk

● UK Safer Internet Centre: www.saferinternet.org.uk

● The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

● Anne Frank Trust: www.annefrank.org.uk

● Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub:
www.barnardos.org.uk/what_we_djo/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk
- o A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf

● Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters

● Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

Date written: 11th December 2025

Date of last update: December 2025

Date of next full review: September 2026

This policy was approved by the Governing Body on: 21st January 2026

Signed: *Ed Robbins*
Chair of Governors

Date: 21st January 2026

Signed: *Joe Magliocco*
Headteacher

Date: 21st January 2026

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.