Sedlescombe Church of England Primary School

Anti-Bullying Policy 2026-2027

Implemented	September 2026
Review Cycle	Annual
Review Date	Academic Year 2027-2028

DIOCESE OF CHICHESTER ACADEMY TRUST

Learning, Loving and Growing Together with God

Sedlescombe Church of England Primary School

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	**Honesty**	**Forgiveness**
Courage	**Thankfulness**	**Kindness**

Vision:

Our school is a family where curiosity is the seed of all growth, and everyone is nurtured and challenged to learn and grow as a unique individual. Where enquiring minds are developed in a safe, loving environment where everyone belongs and is loved by God.

1. Introduction:

We are committed to providing a caring, friendly, respectful and safe learning environment for all pupils. We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity.

Bullying and prejudice-based language of any kind, involving pupils, adults towards pupils, staff or parents are unacceptable and will not be tolerated.

Bullying can have a devastating and lasting effect on children. We will deal with all incidents seriously, quickly, and effectively, whether they occur in or outside of school. Preventing and tackling bullying is part of our work to support pupils' social and emotional development and safeguarding responsibilities.

This policy reflects the latest Department for Education guidance on **Preventing and Tackling Bullying** and is aligned with **Keeping Children Safe in Education (KCSIE) 2026**. Bullying, child-on-child abuse, sexual harassment and sexual violence may constitute safeguarding concerns and will be addressed in line with the school's Child Protection and Safeguarding Policy

2. School Responsibilities:

- The Education Act 2006 requires schools to have a Behaviour Policy shared with pupils, staff, and parents. This Anti-Bullying Policy should be read alongside our Behaviour for Learning Policy.
- The headteacher has a statutory duty to address poor behaviour outside school premises, including bullying incidents occurring off-site or online.
- Under the Equality Act 2010, we have a duty to eliminate discrimination, advance equality, and foster good relationships.
- Bullying behaviours that may constitute a criminal offence (e.g., harassment, threats) will be referred to the police.

If bullying off the school premises is reported to school staff, they will investigate what has happened and act in line with the Anti-Bullying and Behaviour Policies. The headteacher will also consider whether it is appropriate to notify the police.

The Equality Act 2010 sets out the school's duty to:

1. Eliminate unlawful discrimination, harassment and victimisation
2. Advance equality of opportunity
3. Foster good relationships between people who share a protected characteristic and people who do not

Schools must comply with this duty.

Criminal Law:
Bullying is not a specific criminal offence, but some bullying behaviours could be a criminal offence. These include harassing or threatening behaviour and communications. Therefore, the school has a duty to seek advice from the police e.g. police liaison officer if they believe any bullying behaviours could be a criminal offence.

3. Definition of Bullying

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". ("Preventing and Tackling Bullying" DfE, 2017).

Bullying can take many forms, and can include:

- **Emotional:** offensive graffiti, gossiping, excluding people from groups and spreading hurtful untrue rumours, tormenting.
- **Physical:** kicking, hitting, pushing, taking belongings or any use of violence.
- **Verbal:** name calling, taunting, mocking.
- **Cyberbullying**: this may include the misuse of social media, gaming platforms, messaging services, artificial intelligence tools, image-sharing platforms, altered images, deepfakes or other digital technologies. Incidents occurring outside school will be addressed where they impact on the wellbeing, safety or education of pupils.

Bullying can happen to anyone but can be motivated by prejudice or actual or perceived differences between children such as:

- Race
- Ethnicity
- Religion or belief
- Disability
- Sexual orientation
- Sex
- Gender Identity
- Colour

In dealing with Bullying, it is important to deal with physical bullying such as violence immediately to ensure the safety of all pupils, however, it should be remembered that emotional bullying can be harder to identify and more damaging long term.

4. Child-on-Child Abuse

All staff recognise that children can abuse other children and that incidents can occur both inside and outside school, including online. The school adopts an "it could happen here" approach.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying and prejudice-based bullying
- Physical abuse
- Sexual harassment
- Sexual violence
- Harmful sexual behaviour
- Abuse within intimate personal relationships
- Sharing of nude or semi-nude images
- Upskirting or down-blousing and other forms of image-based abuse

- Initiation or hazing-type violence and rituals.

These behaviours are considered safeguarding concerns and will be responded to in accordance with the school's Child Protection and Safeguarding Policy. Reports will be taken seriously, investigated promptly and referred to the Designated Safeguarding Lead where appropriate. Staff will never dismiss concerns as "banter", "part of growing up" or "just having a laugh".

Further information about procedures for managing child-on-child abuse, sexual harassment and sexual violence can be found in the school's Safeguarding and Child Protection Policy.

5. Sexual Harassment and Sexual Violence

The school recognises that sexual harassment and sexual violence can occur between children of any age and can take place both in person and online. Such behaviour is never acceptable and will not be tolerated.

Sexual harassment may include:

- Sexual comments, jokes or taunting
- Deliberate touching of a sexual nature
- Displaying or sharing sexual images
- Online sexual harassment, including unwanted messages or comments
- Upskirting, down-blousing and other forms of image-based abuse

All reports of sexual harassment or sexual violence will be taken seriously and treated as safeguarding concerns. Staff will never dismiss incidents as banter, harmless fun, part of growing up or boys being boys. Concerns will be referred to the Designated Safeguarding Lead and managed in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

6. Preventing Bullying

We adopt a whole school approach to preventing bullying. We do this through:

- Whole school **ethos and environment**: Promote respect, inclusion, and positive relationships. Staff model good behaviour and challenge prejudice-based language.
- **Challenging** sexist sexualised and misogynistic language and behaviour whenever it occurs. Staff recognise that addressing these behaviours early helps prevent more serious harmful; sexual behaviour from developing.
- **Curriculum**: RSHE, RE, worship, P4C and Online Safety lessons teach about bullying, diversity, empathy, and conflict resolution.
- **Activities:** Anti-Bullying Week, worships, surveys, and buddy systems.
- **Staff Training:** Annual safeguarding and anti-bullying training, including online safety and prejudice-based bullying.

- **Pupil Voice:** Surveys, worry monsters and peer mentors (as needed)
- **Parent Engagement**: Encourage reporting and collaboration to support positive behaviour.

7. Reporting and Responding to Bullying

It is important to remember that bullying can only happen in an atmosphere where children are too scared to talk to someone about what is happening to them, so it is essential that children and parents can share their concerns.

All staff in our school take all forms of bullying seriously and will deal with it promptly and seek to prevent it from taking place. We treat all bullying incidents equally seriously, no matter what type of bullying it is.

Pupils are encouraged to report any concerns about bullying, cyberbullying or harmful online behaviour to a trusted adult at the earliest opportunity.

- Pupils and parents can report concerns via staff, worry monsters, or direct communication.
- All incidents are logged on Arbor and recorded using the Appendix forms.
- If bullying raises safeguarding concerns the incident will be escalated to the **Designated Safeguarding Lead (DSL)**.
- Reports of **child-on-child abuse**, sexual harassment or sexual violence will always be referred to the **Designated Safeguarding Lead (DSL)** and managed in accordance with the school's safeguarding procedures.
- Reports of bullying will be investigated promptly. Staff will speak to all parties and apply sanctions per the Behaviour for Learning Policy.
- Parents will be informed and spoken with to agree on strategies for resolution.
- The school will apply **restorative practices** alongside sanctions to rebuild trust and prevent recurrence.

Reparative Strategies:

If the bully is just punished for their behaviour then they are likely to feel resentment towards the victim and will not have learnt the skills to prevent them from bullying in the future. For this reason, it is important that as well as consequences reparative strategies are put in place so that the bully learns how to change their behaviour. The following strategies are available in school to support both bully and victim.

Restorative Conversations:

- These involve structured dialogue between the pupil who has caused harm and the pupil who has been harmed, facilitated by a trained adult. The aim is to help both parties understand the impact of the behaviour, take responsibility, and agree on steps to repair the relationship.

Key Principles:

- Focus on harm caused, not blame.
- Encourage empathy and accountability.

- Agree on practical actions to move forward

A framework for a restorative conversation is given in Appendix 4

Build a Bridge:

When a child has been bullied the bully has to regain the trust of the victim, staff and other children in the school. The victim needs to know that the bully has changed their behaviour for a prolonged period. The bully and victim both report to the class teacher or headteacher at the end of the lunchtime. Both children explain how lunchtime has gone and any difficulties or successes they have had. If the playtime has been good, then a plank of the bridge is coloured in. Day by day the bridge is built and hopefully the trust is rebuilt at the same time. Any incidents can also be dealt with immediately with any consequences explained and given. Any further support can also be identified. Example given in Appendix 5.

8. Monitoring and Reporting

- All incidents are logged and monitored for patterns.
- Termly reports to the local governing board (LGB) as part of safeguarding oversight.
- Annual review of policy in line with Anti-Bullying Week.
- Playground monitoring e.g. reluctance to go out at playtimes, asking to do jobs in the classroom, hanging back in the classroom or repeated sickness at playtimes.

9. Responsibilities

Preventing and responding to bullying is everyone's responsibility and all members of staff should be alert to signs of a child who may be bullying others or who is being bullied. We should also be alert and have awareness that any child can be a victim of bullying, and all children could potentially bully or control others. This means that all staff must be careful not to jump to conclusions but fully investigate all concerns and disclosures about bullying.

The Headteacher has overall responsibility for promoting anti-bullying in the school for example by getting the school involved an Anti-Bullying Week.

The Headteacher has overall responsibility for Anti-Bullying and the school policy and approach to bullying.

10. Related Policies

This policy should be read in conjunction with the school's:

- Behaviour for Learning Policy
- Equality Information and Objectives
- Mobile Phone Policy
- Online Safety Policy
- RSHE Policy
- Safeguarding and Child Protection Policy

11. Review

This policy will be reviewed annually to ensure that it meets all statutory requirements. It will be reviewed ahead of Anti-Bullying Week each year which takes place in November, and the new policy will be published on the website in Anti-Bullying Week.

12. Accessibility

- A child-friendly summary of this policy will be available for pupils (Appendix 6).
- Full policy published on the school website.

10. External Support

- Childline: 0800 1111
- NSPCC: www.nspcc.org.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Appendix 1:

BULLYING INCIDENTS / CONCERN FORM

Pupil Name	Year Group
Name of person completing this form (please print)	
Incident / Concern:	
Any other relevant information:	
Reporting Staff Signature:	**Date:**

Appendix 2:

BULLYING CONCERN / INCIDENT PUPIL INTERVIEW

Pupil Name	Year Group	Date
Name of person completing this form (please print)		
Can you tell me about what has been happening?		
How is this making you feel?		
What do you think would help to make this better?		
Is there anything you would like us to do to help you?		
Reporting Staff Signature:	Date:	

Appendix 3:

BULLYING CONCERN INCIDENT PARENT MEETING SUMMARY

Pupil Name:	**Year Group**	**Date**
Present at Meeting:		
Key Points from Investigation:		
Agreed Strategies for Moving Forward:		
Date of Review Meeting:		
Staff Signature:	**Date:**	

Appendix 4:

EXAMPLE RESTORATIVE CONVERSATION SCRIPT FOR STAFF

Step 1: Welcome and Explain Purpose

- "We are here to talk about what happened, how it made people feel, and what we can do to make things better."

Step 2: Hear from the Pupil Who Was Harmed

- "Can you tell me what happened and how it made you feel?"

Step 3: Hear from the Pupil Who Caused Harm

- "Can you share what happened from your point of view and what you were thinking at the time?"

Step 4: Explore Impact

- "How do you think your actions affected the other person?"

Step 5: Agree on Actions

- "What can you do to make things right?"
- "What support do you need to make sure this doesn't happen again?"

Step 6: Summarise and Close

- "We've agreed on these steps. Let's check in again in a few days to see how things are going."

Build-a-Bridge to Friendship

Child

Child

Friendship Stickers

Appendix 6: Child-Friendly Summary

Our Anti-Bullying Promise

✅ What is Bullying?

Bullying is when someone hurts another person on purpose, more than once. It can happen face to face or online.

- 🗣️ **Unkind words (name-calling, teasing)**
- 🤯 **Hurting someone (hitting, kicking)**
- 🚫 **Leaving people out**
- 💻 **Online bullying (mean messages or posts)** 🌟

Our School Promise

- 🤝 **We are kind and compassionate.**
- 🌈 **We celebrate differences.**
- 🗣️ **We tell an adult if something feels wrong.**
- 💻 **We use technology safely and responsibly.**

👀 What to Do if You See Bullying

1️⃣ **Tell a trusted adult straight away**
2️⃣ **Use the worry monster if you want to write it down.**
3️⃣ **Tell an adult if you see someone being bullied or treated unkindly.**
4️⃣ **Tell an adult if something online makes you feel worried, upset or unsafe.**

💬 How We Help

- **Adults will listen carefully and take concerns seriously.**
- **We will investigate concerns fairly.**
- **We will help make things better using Restorative Conversations and other support when needed.**
- **We will work to keep everyone safe.**

Remember: If something is making you feel unsafe, worried or uncomfortable, tell a trusted adult. We are here to help.