



Anti-bullying policy

Author, date and title	Reviewed on	Next review due date	Statutory Requirement
Sarah Flack February 2026		February 2028	Yes
Related Polcies and Guidance	DfE School Suspension & Permanent Exclusion Guidance Aug 2024 DfE Guidance on Preventing & Tackling Bullying July 2017 Federation E Safety Policy & Acceptable Use Policy Federation Safeguarding & Child Protection Policy Federation Special Educational Needs Policy Federation Behaviour Policy Keeping Children Safe in Education (KCSiE) Working Together to Keep Children Safe in Education 2023		

As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principles and practices adhere to the Values Education ethos.

We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.

All our schools' policies include the Pixie class (Shillington) and the before and after school club (BOTH).

Head Teacher:

Date:

Chair of Governors:.....

Date:

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1 Purpose

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive students can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up. It is clear that certain jokes, insults, threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or student, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child be best able to benefit from the opportunities available at the school.

Shillington and Stondon Federation is completely opposed to bullying and will not tolerate it. Bullying is entirely contrary to the values and principles we work and live by. All members of the school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment. As such, everyone has a responsibility for safeguarding and promoting the well-being of all students and all staff have a duty of care to ensure our students are protected from harm, and this includes bullying.

“It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.”

Keeping Children Safe in Education 2022

2 Principles

We will:

- Adopt a definition of bullying that is agreed across our Federation
- Have a consistent approach to any bullying incidents that occur.
- Raise awareness of bullying and promote positive relationships based on mutual respect.
- Seek to involve all stakeholders in the implementation and monitoring of this policy.
- Promote positive action to prevent bullying through our PSHE programme, related activities and through curriculum opportunities.
- Provide support for all members of the Schools’ community that may be involved in dealing with an incident of bullying.
- Provide appropriate training for both staff and pupils to support the implementation of the policy.

- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality, and encourage understanding and tolerance of different social, religious and cultural backgrounds.
- Pay due regard for pupils with SEND who may be at higher risk of peer group isolation and can suffer a disproportionate impact of bullying. Pupils with SEND may have difficulties with communication and it is important that staff are aware of changes to behaviour or mood. Injuries may not be consistent with their SEND but could be related to incidents of abuse or bullying.

3 Definition of bullying

There may sometimes be misunderstanding about the meaning of the term ‘bullying’. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of ‘bullying’.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences.”

[Preventing and tackling bullying DfE](#)

At Shillington and Stondon federation of Schools, we define bullying as **persistent or repeated, deliberate attempt to hurt or humiliate someone**

- S Several (more than one incident)**
- T Times**
- O On**
- P Purpose (as opposed to a spontaneous argument)**

There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

Bullying can occur through several types of anti-social behaviour. It can be:

Verbal

Name-calling, sarcasm, spreading rumours, teasing, harassment, insults

Emotional

Being unfriendly, tormenting (e.g. hiding books, threatening gestures or actions). Inappropriate 'looks' or body language designed to intimidate or exclude from groups, games or activities. Body shaming.

Physical

Pushing, kicking, shaking, biting, hitting, punching or any use of violence that may cause physical harm. Unwanted physical contact including an 'invasion of personal space', This includes the threat of violence or the encouragement of physical harm towards another. Destruction of personal property.

Prejudiced

Racial / sexual / homophobic taunts, graffiti, gestures, comments on identity / culture / beliefs misogynistic. Unwanted physical contact or threats / harassment

Sexual

Unwanted physical contact, sexual harassment or sexual comments, remarks, jokes. Causing someone to engage in sexual activity without consent including forcing someone to strip or touch themselves sexually. Rating appearance and derogatory remarks. Upskirting designed to obtain images of buttocks or genitalia which can cause distress, alarm or humiliation. In extreme cases, rape, assault by penetration and sexual assault / violence.

Cyberbullying

All areas of internet use such as email, social media and internet misuse and misuse of associated technology; i.e. phone, camera and video facilities. This may include impersonating a victim, creation of deepfake images or voice cloning, spreading gossip threats by text messaging and calls, sharing of consensual or non-consensual nude or semi-nude images, sexting or youth produced sexual imagery. Trolling, excluding the victim online and/or continually targeting someone in an online game

Hazing

Or initiation rituals which may involve harassment, abuse or humiliation, this can be online or in person

Covert

Attempted behind the victims back, often aiming to damage the victim's reputation and can include creating rumours, mimicking and humiliation. This is the most frequent form of bullying.

Alienation

Encouragement of peers to alienate the victim and treating the victim like an outcast -so-called "pack mentality".

4 Why are Children Bullied?

A [Ditch the Label](#) report identifies that the main reasons children and young people believe they were bullied was because of their:

- appearance;
- interests / hobbies;
- doing well / not doing well in school;
- mannerisms;
- religious beliefs;
- gender / gender identity;
- poverty or wealth;
- family issues being made public;
- race / ethnicity;
- disability / additional needs;
- sexual

5 Roles and Responsibilities

It is the responsibility of every member of the school community to work together to combat and, hopefully in time, to eradicate bullying.

The Head teacher is ultimately responsible for the well-being of all students and staff. All staff, students, parents and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying.

Staff

All staff will:

- Treat each other respectfully
- Promote in our students' self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to appropriate class teacher or trusted adults within school.
- Actively promote Anti-Bullying Week each year through various activities and resources that are selected for use before, during and after that week.

Pupils

We expect and teach our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.

- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances. Witnessing bullying without acting or reporting it will be regarded as offering tacit support for the bully and effectively joining in with the bullying.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.
- Not use bullying tactics themselves as retaliation.

Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Taking appropriate responsibility for the use and misuse of technology, including social media
- Advising their children to report any bullying to a member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken; whilst helping to foster confidence, assertiveness and negotiation skills to deal with unkind behaviour
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, trying to ascertain the truth.
- Speaking respectfully when talking to all members of staff.

6 Anti-Bullying Charter

We work together with pupils to develop and update an agreed anti-bullying charter which reflects the ideals of this anti-bullying policy and the values of the Federation.

This could include;

- Expectations for behaviour
- How to report bullying
- Expected response to bullying, including sanctions and/or support
- Consequences and escalation route linked to the Behaviour Policy
- Education and information sharing

Appendix 1: Sources of support, resources and guidance

Anti-bullying Alliance

A coalition of organisations and individuals, working together to achieve our vision to: stop bullying and create safer environments in which children and young people can live, grow, play and learn. The Anti-bullying alliance welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.

<https://anti-bullyingalliance.org.uk/>

Bullies out

Work to reduce the impact of bullying behaviour and the harm it causes through programmes, resources and services

<https://bulliesout.com/>

The Diana Award

Engaging young people, parents and teachers to change the attitudes, behaviour and culture of bullying by building skills and confidence to address different situations, both online and offline.

<https://diana-award.org.uk/>

Family Lives

Provide advice through confidential helplines, live chats, parenting advice and courses, extensive video library

<https://www.familylives.org.uk/>

Gov.uk

Advice on forms of bullying that are illegal

[Preventing and tackling bullying DfE](#)

Kidscape

Their vision is for all children to grow up in supportive communities safe from bullying and harm. They provide practical support, training, and advice to challenge bullying and protect young lives. CORAM aligns with our Federation PHSE scheme of work

<https://www.kidscape.org.uk/>

Stonewall

Stonewall, stands for lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people everywhere. They imagine a world where all LGBTQ+ people are free to be themselves and live their lives to the full.

<https://www.stonewall.org.uk/>

Youth Endowment Fund

Anti-bullying programmes aim to reduce bullying in schools. They typically involve both the children involved in bullying, as well as other students, school staff, parents, and the wider community

<https://youthendowmentfund.org.uk/>

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Young Minds

Supporting mental health through helping people understand more about how they're feeling and find ways to feel better or offering support to someone who's struggling.

<https://www.youngminds.org.uk/>