Sandown Primary School and Nursery

Anti-Bullying Policy

Policy Contact Person	Headteacher
Review Frequency	Annually
Signed by Approver	
Date Agreed/Signed	November 2026
Next Review Date	November 2027
Signed original stored in Business Manager's Office	

Sandown Primary School & Nursery is a telling school

Statutory Framework and Policy Context

This policy fulfils the school's statutory duties under the Education and Inspections Act 2006, the Equality Act 2010 (including the Public Sector Equality Duty), and complies with the Department for Education (DfE) guidance 'Preventing and Tackling Bullying' (2017) and 'Keeping Children Safe in Education' (KCSIE).

Persistent or severe bullying can severely inhibit a child's ability to learn, thrive, and feel safe. The negative effects of bullying can impact a child's mental health and emotional well-being throughout their life. Sandown Primary School & Nursery aims to foster a positive, inclusive culture free from threat or harassment.

What is Bullying?

Bullying is defined as deliberate, hurtful behaviour, repeated over time **('Several Times On Purpose'),** where it is difficult for those being bullied to defend themselves. It involves an imbalance of power (physical, psychological, or social).

Relational Conflict vs. Bullying

It is important to distinguish between relational conflict (one-off arguments, peer disagreements, or falling out between friends) and bullying. While falling out can cause distress, it lacks the sustained, intentional power imbalance characteristic of bullying. School staff respond to peer conflict using restorative conflict-resolution strategies, whereas bullying triggers formal anti-bullying interventions.

Forms of Bullying

Bullying can take many forms, including but not limited to:

- **Physical Bullying:** Hitting, kicking, pushing, tripping, pinching, damaging or stealing personal belongings.
- **Verbal Bullying:** Name-calling, insulting, teasing, mocking, threatening, or making inappropriate comments.
- **Emotional / Relational Bullying:** Deliberately excluding someone from social groups, spreading rumours, isolation, or manipulative controlling behavior.
- **Cyberbullying:** Misuse of mobile devices, gaming platforms (e.g., Xbox, PlayStation), social media, instant messaging, or online forums to harass, embarrass, intimidate, or send abusive/hoax communications.
- **Prejudice-Based & Discriminatory Bullying:** Bullying targeted at protected characteristics under the Equality Act 2010, including:
    - Racial, Ethnic, or Cultural prejudice;
    - Sexist bullying (prejudice based on gender);
    - Homophobic, Biphobic, or Transphobic (HBT) prejudice;
    - Disablist bullying (targeting physical or learning disabilities/SEND);
    - Faith, religion, or belief-based prejudice.

Off-Site & Cyberbullying Powers

With the advance in new technologies, Sandown Primary and Nursery is aware of increased risks of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore, our school has an Acceptable Use Agreement, which all students and parents sign, along with a separate Online Safety policy.

Under Section 89 of the Education and Inspections Act 2006, the Headteacher has statutory authority to regulate and discipline pupils for conduct and bullying occurring outside school premises or outside school hours.

This includes cyberbullying or harassment occurring on the journey to/from school, online, or on social media/gaming platforms. Where cyberbullying involves sexually explicit content or criminal threats, staff reserve the right to confiscate and search mobile devices and refer the matter to the Police.

Some warning signs of a child being bullied

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell
- Reluctance to come to school.
- Clothes/bags torn or damaged.
- Money/possessions going missing.
- Unexplained cuts and bruises.
- Unexplained behaviour changes, e.g., moody, bad-tempered, tearful, unhappiness.
- Loss of appetite. Not sleeping. Loss of weight
- Seen alone a lot
- Not very talkative

Some reasons why people bully

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home.
- Learned behaviour (They too have been bullied)

How to get help

Who children and adults can talk to if they have any concerns about bullying?

- ✓ Any adult in school - Head Teacher, Deputy Head Teacher, Class Teacher, TA, Welfare TA, Office Staff, MDSA, Caretaker, great outdoors team… **ANY ADULT IN SCHOOL @ ANYTIME**
- ✓ Any adult from an outside agency - Children's Services, TASS
- ✓ Any adult at home / clubs etc
- ✓ KEY MESSAGE IS TO '**SPEAK OUT LOUD & TELL'**

Children and adults can feel confident that any of the above will listen to their problem.
Children who have been bullied will be supported by:

1. Offering an immediate opportunity to discuss the experience with an adult of their choice
2. Reassuring the child
3. Offering continuous support
4. Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

1. Discussing what happened
2. Discovering why the pupil became involved
3. Establishing the wrong doing and need to change
4. Informing parents or guardians to help change the attitude of the pupil

Anti-Bullying Procedures

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly

Staff Responsibilities
• To implement procedures to confront bullying in any form
• To listen to all parties involved in incidents
• To investigate incidents promptly and as fully as possible
• To take appropriate action and refer to SLT and DSL's
• To record in the appropriate students' files and in the racist/HBT (homophobic, biphobic, transphobic) record if appropriate
• To share with parents of the victim and bully, incidents of persistent and/or serious bullying
• To implement appropriate procedures for a member of staff
• To promote the use of a range of learning styles and strategies which challenge bullying behaviour
• To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
• To model the values our school believes in, within our school community agreement
• To promote the use of interventions which are least intrusive and most effective.

Graduated Sanctions & Interventions Pathway

The school applies a fair, consistent, and graduated pathway of responses depending on the severity and frequency of the bullying behaviour:

- **Stage 1: Classroom & Pastoral Intervention:** Restorative conversation, formal reflection time, apology, and daily monitoring by Class Teacher/TA. Logged on Arbor.
- **Stage 2: SLT & Formal Parental Involvement:** Meeting with SLT, loss of unstructured play privileges, referral to internal pastoral support/counselling.

- **Stage 3: External Agency Support & Internal Exclusion:** Involvement of local authority services (TASS, Educational Psychologist, Inclusion Support), targeted daily behavior tracking, and internal suspension.
- **Stage 4: Formal Suspension & Statutory Sanctions:** Fixed-term suspension (suspension from school), School-to-School placement, or in extreme/unresolved cases, permanent exclusion.

Anti-Bullying Strategies

- Strong behaviour management and school culture, creating a calm and safe environment where bullying stands out and can be addressed promptly.
- Regular promotion of anti-bullying through assemblies and PSHE lessons.
- Promotion of the STOP message
- Several Times On Purpose and **St**art **T**elling **O**ther **P**eople
- Midday supervisors overseeing every lunchtime enabling children access to a familiar & trusted adult during unstructured times. MDSA's also provide structure outside introducing appropriate games and activities.
- Random questionnaires to research children's views on how safe they feel during unstructured times.
- PSHE lessons on anti-bullying
- One to one open door available every lunchtime
- Strong teacher/student relationships so students feel comfortable in reporting any issues
- Whole school "telling school" approach
- CEOP training for staff (Child exploitation online protection)
- Information leaflet available for students and parents about Online Safety.

Anti-bullying advice to Parents / Carers

• A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of mobiles, tablets and social media usage including XBOX and PLAYSTATION - know who your child is talking to...
• TALK to your child on a regular basis, so any problem is easier to share
• LISTEN to what they say
• ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important
• If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT
• Be realistic in your expectations, sometimes on-going problems can take time to resolve
• TRY to be co-operative with our school and do not be aggressive - working together role models to your child expected effective communication. Without a good working relationship between parents and the school, the situation could deteriorate, which won't help you or them
• ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school

Monitoring, evaluation and review

Sandown Primary and Nursery School will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.