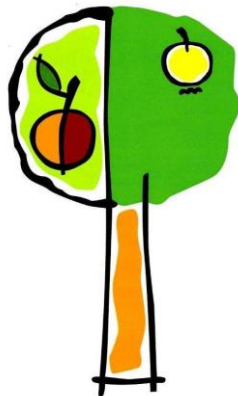


# Sefton Park Infant and Junior School Anti-Bullying Policy



## Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annual	March 2026	E.Shuker	March 2027

## Ratification

Role	Name	Signature	Date
Chair of Governors			
Headteacher/Principal			
Pupil (via the school council)			

## Contents

Statement of Intent	3
Aims	3
Links with other Policies and Practices	3
Bullying Definition	4
Types of Bullying Behaviour	4
Cyber-bullying	4
Vulnerable Groups	5
Signs and Symptoms for Parents and Staff	5
Preventing Bullying	6
Reporting bullying	7
Responding to Bullying	7
Procedures for parents	9
Monitoring and Review: Putting Policy into Practice	9
Useful Links and Supporting Organisations	11

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At Sefton Park Primary School we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. We believe that all members of the school community should feel valued, safe and secure and have a right to work and learn in a safe and secure environment free from harassment and bullying. At Sefton Park Infant and Junior Schools, we are committed to working with staff, pupils and parents and carers to create and maintain a school community where bullying is not tolerated.

### **We strive to**

- have a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.
- ensure a consistent school response to any bullying incidents that do occur.
- have a whole school approach, where all staff, students and parents are involved in making the classroom and playground a bullying free zone.
- keep in mind the understanding that bullying is usually caused by discontentment, unhappiness or difficulties with self-regulation in the pupil using bullying behaviours. We believe that all behaviour is a form of communication; we seek to understand the motivation of inappropriate behaviours, be trauma-informed and provide the necessary support.

### **Aims**

- All governors, teaching and non-teaching staff, pupils and parents will have an awareness of what bullying is and follow it when bullying is reported.
- All pupils and parents will know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Everyone creates an atmosphere in school where children and adults feel confident to TELL. Everyone must realise that not telling means that bullying is likely to continue.
- Staff will promote attitudes that will change bullying behaviour.
- Staff will build knowledge and confidence in pupils so that they can use these qualities to challenge bullying and TELL.

### **Links with other Policies and Practices**

This policy is based on DfE guidance [“Preventing and Tackling Bullying” July 2017](#) and supporting documents. It also considers the DfE statutory guidance [“Keeping Children Safe in Education” / The Equality Act 2010/ The Children Act 1989.](#)

The setting has read Childnet’s [“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”](#) and is also led by guidance from the [Anti-Bullying Alliance](#) and [Kidscape.](#)

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies.

We ensure that the principles in this policy apply also to the full range of our policies and practices, including those that are concerned with:

- PHSRE (Personal, Health, Social and Relationships Education)
- Safeguarding and Child Protection Policy
- Anti-harassment and Discrimination
- SEND (Special Educational Needs and Disabilities)
- Code of Conduct
- Behaviour
- Equalities Policy
- Online Safety

### **Bullying Definition**

In Sefton Park Primary School, our definition of 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 or online”*



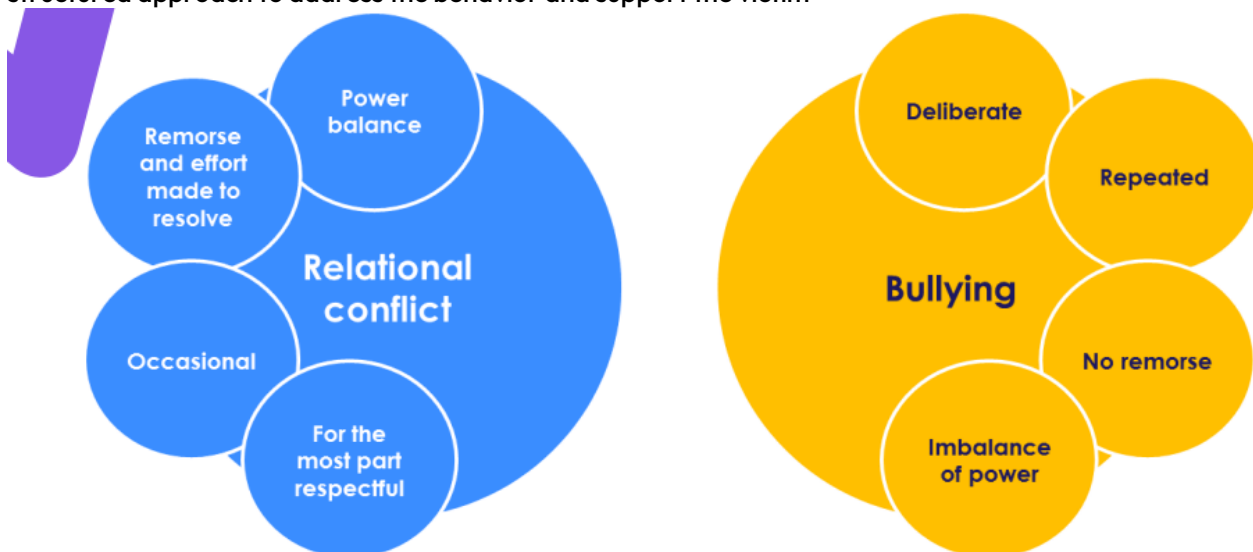
Bullying is recognised by Sefton Park Primary School as being a form of child on child abuse; children can abuse other children.

- Abuse is abuse and it should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
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### Relational Conflict vs. Bullying

**Relational Conflict:** This involves disagreements or disputes between peers that do not involve a power imbalance or repeated intentional harm. It can often be resolved through mediation and conflict resolution strategies.

**Bullying:** This involves repeated, intentional harm where there is a power imbalance. It requires a more structured approach to address the behavior and support the victim



### Types of Bullying Behaviour

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online (Cyber Bullying) - use of social media, messaging and calls. Misuse of associated technology e.g photos and videos, Google classroom.
- Racist - racial taunts, graffiti, gestures Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic - because of gender identity or perceived gender identity

**In bullying situations, individuals can take on various roles:**

- The Ringleader: Initiates and actively engages in bullying behavior.
- The Target: The person who is being bullied.
- The Assistant: Is actively involved in 'doing' the bullying but does not lead it. • Reinforcer: Supports bullying by laughing or encouraging what is going on but does not 'do it'.
- Bystanders: Witnesses to the bullying, who can either contribute to the problem by encouraging the bullying or help stop it by intervening or seeking help.
- Upstander (Defender): Individuals who actively take steps to stop the bullying and support the target.



## Cyber-bullying

### Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

### Preventing and addressing cyber-bullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- 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.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- 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.
- Work with the individuals and Soltech to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to Soltech 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 the school searching and confiscation policy. (We will access the DfE [‘Searching, screening and confiscation at school’](#) and [Childnet Cyberbullying Guidance](#) to ensure that the school's powers are used proportionately and lawfully).
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- 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 consider and manage any private information they may have in the public domain.

## Artificial intelligence (AI)

Generative AI tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

Sefton Park recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. This includes deepfake pornography: pornographic content created using AI to include someone's likeness.

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out a risk assessment where new AI tools are being used by the school and where existing AI tools are used in cases which may pose a risk to all individuals that may be affected by them, including, but not limited to, pupils and staff.

## Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from Global Majority Communities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

## Signs and Symptoms for Parents and Staff

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, hiding in the toilets or other areas of school, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

## Preventing Bullying

### Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

### In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy. (Appendix A)
- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying. Assemblies will focus on themes surrounding issues such as being able to stand up for ourselves, not following the crowd and celebrating diversity.
- The whole school community is made clear about the anti-bullying stance the school takes and the Anti-bullying Policy is brought to the attention of all staff (including PE coaches and SMSAs) parents and students.
- Curriculum opportunities are taken to develop empathy and educate students about bullying issues linked to Anti-bullying week and Safer Internet Week.
- Strategies for helping to understand what bullying is and how to prevent bullying will be taught as part of our ongoing curriculum work in PHSRE. All year groups from Y1-6 learn about forms of bullying and what to do about it in our PSHRE topic 'Say No to Bullying' in the Autumn Term.
- Teaching online safety as part of the curriculum through National Curriculum Guidance and SWGFL Project Evolve Tools.
- Teaching [Relationships education and health education](#).
- Individual classes will address issues around bullying throughout the year in circle or discussion times. We work hard to ensure that all pupils know the difference between bullying and "falling out". Circle time gives students an opportunity to speak openly with their class group and discuss issues and concerns they may have.
- Students are clear about the roles they can take in preventing bullying including work on the role of an 'Upstander'
- Opportunities are taken to celebrate the success of anti-bullying work in the school.
- All staff make sure that they make time to talk to pupils about any worries they may have and pass any concerns through CPOMS. This includes any information shared at lunchtime in The Nest.
- We display the Anti-bullying policy (Child version) in class rooms (Appendix A)
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes (Hamish and Milo), circle time, peer mediation and playground buddies.
- Providing training for all staff connected to Behaviour, Play (Use of the Playpod scrap resources) and ongoing Safeguarding Training in line with KCSIE.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play. Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.
- Weekly Safeguarding and Behaviour Meetings which identify trends and plan pupil support.
- Weekly Safeguarding briefings
- Termly meetings with LSA/SMSAs to highlight ongoing issues connected to the environment and/or pupil dynamics.

## Reporting bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel safe and happy and a responsibility to support others.

Pupils are encouraged to report bullying to:

- A trusted adult/s
- Their class teacher/TA
- Parents

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult. When pupils report their concerns our staff are trained to LISTEN and to BELIEVE.

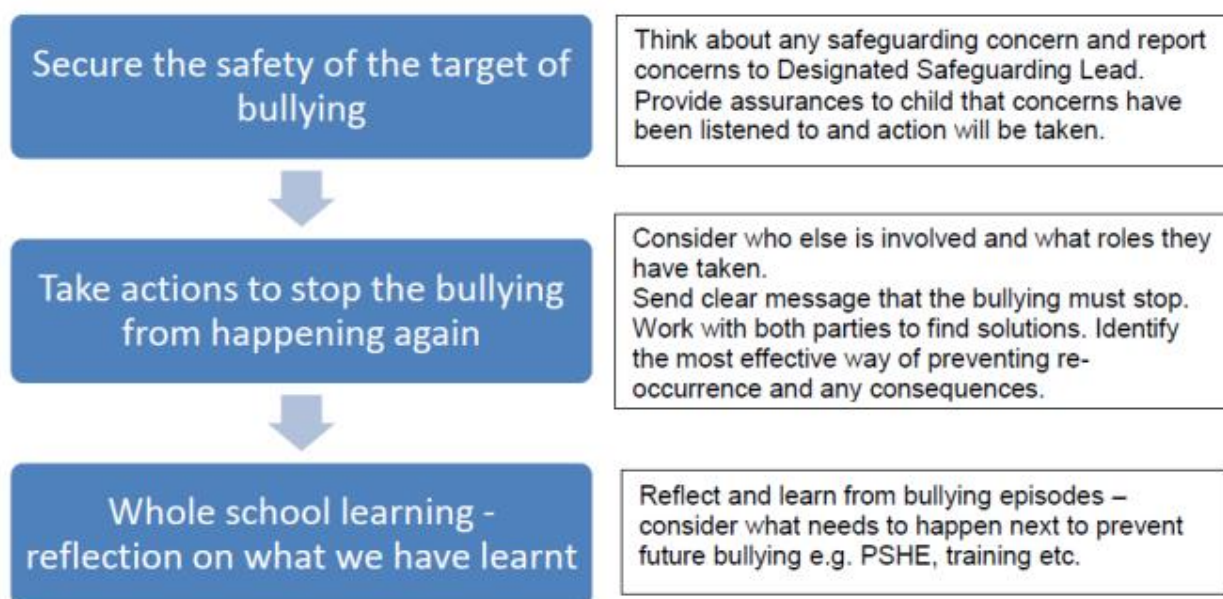
To ensure children know named adults that work in classrooms and playgrounds we display photographs and names of trusted adults on classroom doors and lunchtime staff on noticeboards. These are revisited frequently but particularly during the PSHE topics 'Say No to Bullying' and 'Keeping Safe'. We encourage children to be able to name at least two trusted adults in school.

Children are taught that it is important to talk to an adult they trust if bullying is taking place outside of school. Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher or could be a member of the school safeguarding team (Headteacher/Deputy).

Our Pastoral space (The Nest) is available at lunchtime and throughout the day for children to share concerns.

Bullying is a form of child-on-child harm and will be recorded as such on CPOMs, our secure online monitoring system for recording safeguarding, pastoral and welfare concerns.

## Responding to Bullying



## Supporting Pupils

Pupils who experience bullying will be supported in the following ways:

- They will be reassured that they do not deserve to be bullied and this is not their fault.
- We will assure them that it was right to report the incident.
- We will encourage them to talk about how they feel.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a trusted member of staff of their choice.
- We will try to ascertain the extent of the problem.
- We will engage them in making choices about how the matter may be resolved.

- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers. We will try to ensure that they feel safe. We will ask them to report any further incidents to us.
- We will affirm that bullying can be stopped and that our school will persist with intervention until it does.
- Strategies to support a victim of bullying will be put in place by staff. These may include a buddy from an older class, LSA/SMSA support at lunchtime, a change of environment or the opportunity to talk regularly to a member of staff.
- Any approach agreed upon will be monitored closely by the class teacher and the progress reported back to SLT and the parents of those children involved.
- Parents will be notified and kept informed.
- When appropriate, we will invite the children's parents to school to discuss the situation.
- 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 Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to give feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

**Pupils who have shown bullying behaviours will be helped by:**

- Considering safeguarding concerns connected to the child and report concerns to the Designated Safeguarding Lead.
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help support the behaviour of the child.
- Providing appropriate education and support regarding their behaviour including restorative approaches. This includes our restorative reflection script and peer mediation.

[Restorative Reflection form.pdf](#)

[Peer Mediation Template.pdf](#)

- Staff will try to support the children in resolving the situation using restorative justice principles. This is not simply about 'saying sorry'. Wherever possible, the pupils will be reconciled.
- Sanctioning, in line with school behaviour policy.
- The school will try hard to support the child using bullying behaviours through mentoring/pastoral support and by setting up home school link systems.
- 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 Integrated Children Services or Early Help or support through the Children and Young People's Mental Health Service (CYPMHS).

## Procedures for parents

### WORRIED ABOUT YOUR CHILD?

#### STEP 1

Speak to the Class Teacher immediately.

#### STEP 2

Is it about bullying?

- YES – The matter will be referred to the Headteacher or Deputy Headteacher.
- NO / NOT SURE – The Class Teacher will support and address the issue.

The Headteacher/Deputy is always informed of any bullying concerns at Sefton Park and monitors the situation carefully.

#### STEP 3

What the School Will Do

- ✓ Work with your child
- ✓ Work with you as parents
- ✓ Deal directly with all children involved
- ✓ Keep you informed of actions taken
- ✓ Provide support to stop the bullying

#### IMPORTANT

Parents should not confront the bully or their parents. This can complicate the situation and cause distress to pupils. The school will deal directly with all children involved and their parents.

#### NEED TO SPEAK TO SOMEONE ELSE?

If you feel unable to talk to the Class Teacher, you can make an appointment to speak directly with the Headteacher or Deputy Headteacher.

#### STILL CONCERNED?

If you feel your concern has not been dealt with appropriately, please follow the school's Complaints Policy.

#### OUR EXPECTATION

All members of our school community — pupils, staff, parents and governors — are expected to treat one another with dignity and respect at all times, both face-to-face and online.

## 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 number of bullying incidents experienced in school will be reported to the Full Governing Board at each termly Full Governing Board meeting (6 times a year).
- The nature and necessary anonymised detail of bullying incidents & their outcomes will be discussed at meetings between the Designated Safeguarding Lead and Safeguarding Governor (James Clarke) Reports of these meetings will be shared with governors.

## Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

Anti-Bullying Alliance: <https://anti-bullyingalliance.org.uk/>

Childline: <https://www.childline.org.uk/>

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

NSPCC: <https://www.nspcc.org.uk/>

PSHE Association: <https://pshe-association.org.uk/>

Restorative Justice Council: <https://restorativejustice.org.uk/>

The Diana Award: <https://diana-award.org.uk/>

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

Childnet: [www.childnet.com](http://www.childnet.com)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Report Harmful Content: <https://reportharmfulcontent.com/>

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### SEND

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)

### Race, Religion and Nationality

Kick it Out: [www.kickitout.org](http://www.kickitout.org)

Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)

Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)

Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### LGBTQ+

Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)

### Sexual Harassment and Sexual Bullying

NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

Ending Violence Against Women and Girls (EVAW): [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaignposters](http://www.gov.uk/government/publications/disrespect-nobody-campaignposters)

Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying)



## SEFTON PARK

### What is Bullying?

In Sefton Park Primary School, our definition of bullying is:

**Repeated (happens again and again)**



**On purpose**

**When someone uses their power to hurt someone else**

It can happen face-to-face or online.



### What should I do if I am worried about bullying?

- Tell your class teacher
- Tell a trusted adult
- Tell a lunchtime adult
- Use your class Worry Box
- Tell your parents or carers



Bullying is when someone can hurt you physically or verbally and you can feel unsafe and unhappy at school.

**Ruby Year 5**



### At our school, adults will:

- ✓ Listen
- ✓ Believe you
- ✓ Help you
- ✓ Take it seriously

Don't be scared to tell. You deserve to share your worries and get it sorted out.

**Sami Year 5**



### We Promise

- To help you feel safe
- To deal with bullying quickly
- To support everyone involved
- To keep trying until it stops

Always tell someone.  
**Lujain Year 2**

