OUGHTON PRIMARY & NURSERY SCHOOL

Against Bullying Policy – Pupils

Policy Approval Date: September 2026

Approved by the Full Governing Body please see minutes dated September 2026

Review Date: September 2028

This policy should be read in conjunction with our Promoting Positive Behaviour Policy, Disability Equality Scheme, Online Safety Policy, and Preventing and Dealing with Racist Incidents Policy.

Our Statement of Intent.

At Oughton, we want everyone in our school community to display prosocial behaviours in and around our school as outlined in our school Promoting Positive Behaviour policy. We aim to educate our pupils on the difference between what is bullying and what is being unkind. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell us and know that incidents will be dealt with promptly and effectively. Anyone who experiences bullying or knows that bullying is happening is expected to report it to any trusted adult.

Our Aims

- To keep school a safe place for all, including adults and children.
- To ensure all pupils achieve the level of success and self-respect which they deserve.
- To provide an environment in which bullying is constantly challenged.
- To provide a curriculum which teaches about the impact of bullying.
- To give children the knowledge that bullying can and must be eradicated.
- To teach children that they have a responsibility, as citizens of our society, to eradicate bullying.
- To give all members of the school a clear procedure to follow if bullying takes place
- To promote an ethos where Parents know they can come into school and share any concerns about bullying and that these will be followed up and they will receive a report on any action taken.

Definitions

The DfE definition of bullying is: **‘Behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group, either physically or emotionally’.**

We classify bullying under three main headings: PHYSICAL, VERBAL and INDIRECT.

PHYSICAL		VERBAL				INDIRECT *'involves attacking the relationships of people and hurting the self-esteem, without making first-hand contact'*	
Violent	**Sexual**	**Abusive**	**Racist**	**Sexual**	**Homophobic/ Transphobic**	**Emotional**	**Cyber**
pushing, kicking, hitting, punching or any use of violence	unwanted sexual contact	name-calling, sarcasm, teasing, making threats, insulting, abuse of the vulnerable	racial taunts, gestures – may also involve **PHYSICAL** attacks	sexual comments or sexism	because of, or focussing on the issue of sexuality or gender – may also involve **PHYSICAL** attacks	spreading rumours, graffiti, gossiping, excluding, tormenting (e.g. hiding books, threatening gestures)	all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of technology, e.g. camera/video facilities

However, bullying is often difficult to categorise in this way and may include more than one of the behaviours described above or a mixture of them. Importantly, our staff work hard to ensure that all pupils know the difference between bullying and simply everyday 'falling out'. Our school staff teach children to be precise in the language they use when reporting incidents so that adults can respond to them appropriately: *e.g. 'she beat me up' – when actually it was a minor push or she's bullying me"* – when actually they were being unkind. Where bullying outside of school is reported to school staff, it too will be investigated and acted upon.

We also try to teach children about the difference between: ***rude –*** when someone says something unkind to you; ***mean –*** when someone says or does something intentionally hurtful, once or twice and ***bullying –*** when someone says or does something intentionally hurtful and they keep doing it, even when you tell them to stop or show them you're upset.

FOCUS OF BULLYING / HARASSMENT

Children who bully may seem to focus on one presumed characteristic of a child. However, we recognise that a child's alleged "difference" is not really the point of the bullying — bullies may be playing with power in any way they can. The school records and reports incidents of bullying use the following descriptors:

- Ability
- Age/Maturity
- Appearance
- Class/socio-economic
- Learning difficulties and disability
- Ethnicity and Race
- Religion/ Belief
- Institutional Racism
- Gender
- Homophobia

- Transphobia
- Sexualised
- Size
- **Abuse of the vulnerable**. We also see bullying in children who have temporary vulnerabilities, for example, children who have suffered a death in the family.

CYBER BULLYING
This includes training staff at all levels, to safeguard pupils against cyber bullying. Parents and pupils are also accessing safeguarding materials and eSafety curriculum.

Please be aware that many **social media apps have age restrictions** and Oughton ask Parents to monitor their child's activity when using technology. Many incidents of cyber bullying can be completely avoided if Parents are ensuring their child is following the restrictions below;

You must be aged **13 years** and above for;
- Twitter
- Facebook
- Instagram
- Snapchat
- TikTok

You must be aged **16 years** and above for;
- Whatsapp

You must be **18 years** and above for;
- Youtube

At Oughton we also recommend the monitoring of devices at home, particularly overnight. **We highly suggest that a device is placed on charge in a different room to the child when they are sent to bed.**

Artificial Intelligence (AI) and Bullying

The school recognises that Artificial Intelligence (AI) tools are becoming increasingly available and may be used by pupils, families and staff. AI can support learning and creativity when used responsibly. However, the misuse of AI to harm, intimidate, embarrass or target another person is unacceptable and will be treated as bullying or cyberbullying where appropriate.

Examples of unacceptable use include, but are not limited to:

- Creating or sharing fake images, videos or audio (including "deepfakes") intended to upset, embarrass or damage another person's reputation.
- Using AI to generate insulting, threatening or abusive messages.

- Creating false stories, rumours or social media content about another person using AI.
- Impersonating another pupil, member of staff or parent using AI-generated text, images, audio or video.
- Using AI to exclude, ridicule or target individuals or groups based on protected characteristics or personal differences.

The school will:

Educate pupils about the safe, responsible and ethical use of AI as part of its online safety and computing curriculum.
Encourage pupils to report any concerns involving AI-generated content.
Investigate incidents involving AI in line with the school's Anti-Bullying, Behaviour and Online Safety policies.
Work with parents, carers and, where appropriate, external agencies to address incidents involving AI.

Pupils should:

Use AI respectfully and responsibly.
Never use AI to create or share content that could hurt, embarrass or deceive others.
Tell a trusted adult if they receive or see AI-generated content that makes them feel unsafe or targets someone else.
Understand that online actions, including those involving AI, can have real-world consequences.

Child-on-Child Abuse

The school recognises that children can abuse other children. This is known as child on-child abuse and can happen both inside and outside school, including online. All children have the right to learn in a safe, supportive and respectful environment.

Child-on-child abuse is never dismissed as "banter", "falling out", "part of growing up" or "just having a laugh". All concerns will be taken seriously and responded to promptly, proportionately and in line with our school's Child Protection and Safeguarding Policy.

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

- Bullying (including online or cyberbullying, prejudice-based and discriminatory bullying).
- Physical abuse, such as hitting, kicking, shaking, biting or other acts of violence.
- Emotional abuse, including intimidation, humiliation, coercion, threats, manipulation or controlling behaviour.
- Sexual violence and sexual harassment, including unwanted sexual comments, touching or sharing of sexual images.
- Abuse within intimate personal relationships (where age appropriate).

- Upskirting, initiation or hazing-type behaviours or any activity intended to humiliate, degrade or endanger another child.
- The misuse of technology, including cyberbullying, impersonation, the creation or sharing of harmful content, or AI-generated images, audio or video intended to upset, embarrass or harm another child.

All staff are trained to recognise the signs of child-on-child abuse and understand that children may not always feel able to report concerns. Staff will listen carefully, reassure children that they have been heard, record concerns accurately and report them to the Designated Safeguarding Lead (DSL) without delay.

The school will:

- Take all allegations and concerns seriously.
- Support both the child who has experienced harm and the child whose behaviour has caused concern, recognising that both may require safeguarding support.
- Work closely with parents and carers where appropriate.
- Involve external agencies, including children's social care or the police, where necessary.
- Provide education through the curriculum to promote respectful relationships, empathy, online safety and understanding of appropriate behaviour.

Oughton Primary and Nursery School is committed to creating a culture where children feel safe to speak to a trusted adult, know that their concerns will be taken seriously and understand that everyone has a responsibility to help prevent bullying and child-on-child abuse.

Where bullying behaviour is severe, persistent, involves a power imbalance, causes significant harm, or includes any safeguarding concern, it may be considered child on-child abuse and will be managed through our school's safeguarding procedures as well as its behaviour and anti-bullying processes.

Where there are safeguarding concerns, we will follow our school's Child Protection and Safeguarding Policy and report the matter immediately to the Designated Safeguarding Lead (DSL) or, in their absence, a Deputy DSL. The DSL will assess the concern and determine whether additional support or referral to external agencies is required.

Signs and Symptoms

Children and adults affected by bullying may show changes in behaviour, becoming less confident, depressed, stressed, and quiet and having physical symptoms such as headaches and stomach aches. There are a number of other signs that can relate to bullying.

The effect of bullying can also be made worse by the contribution of bystander/collusive behaviour. This can happen by:

- Choosing to ignore or deny that bullying has occurred;
- Witnessing an incident but supporting the bully or refusing to report the incident.
- Being informed that an incident has occurred but does nothing about it;
- Failing to report that a colleague or young person has committed, or has been accused of, or is implicated in an incident.

Prevention of Bullying

The DfE states that successful schools create an environment that prevents bullying from being a serious problem in the first place (2017, pg. 10). Oughton seeks to do this by;

- Implementing the Jigsaw RSHE (Relationship, Sex and Health Education) curriculum to support children's understanding of positive relationships.
- Ensuring the community understands what the term, "bullying" means.
- Creating a telling environment.
- Created pro-social school experiences to enhance pupil's self-esteem, confidence and problem solving strategies.
- Teaching elements from protective behaviours such as Support Networks, so that every child knows they have the right to feel safe, plus strategies to support this.
- Completion of class based assemblies relating to class specific incidents
- Non class based pastoral team to support core pupils.
- Whole school Anti-Bullying Week in November each year following the Anti-Bullying Alliances themes.

Dealing With a Disclosure of Bullying

The Initial Adult

The initial adult may be the class teacher, or it may be any other adult in the school.

1. **Listen** – Give the child an immediate, sensitive and supportive response to the disclosure. Take their complaint seriously and allow them a full expression of their feelings.
2. **Record** – with as much detail as possible.
3. **Refer** – by alerting the class teacher

Class teachers

The class teacher is responsible for the initial process of responding to the referral.

They will:

1. **Meet with the victim to clarify what has been happening.**

2. **Obtain permission from the victim to approach the perpetrators/bystanders** to get their side of the story. Be aware that this might be an extremely frightening

thought for a child who is experiencing bullying. However, the perpetrators /bystanders need to understand what they are doing wrong for it to stop, so the child is encouraged to be brave and to let staff talk to the perpetrator. If the child does not consent to this, we respect their wishes.

3. Class teacher will feedback to member of SLT who will fill out the Allegation of Bullying Investigation paperwork. This includes identifying and making it clear which protected characteristic is the main focus of the bullying and the manifestations of the bullying behaviour.

Protected Characteristic
Appearance
Size/weight
Class/Background/Socio economic
Family circumstances e.g caring role
Ethnicity/Race*
Religion/Belief*
Gender
Transphobia/Gender identity
Homophobia/Sexuality
Sexualised
SEN and Disability
Ability/application

Manifestations:
Perception of individual: feelings of being bullied/harassed
Isolation/ignoring
Teasing
General expressions of prejudice/stereotype
Racist literature, graffiti or insignia
Verbal abuse or name calling (specify below)
Targeted graffiti or hurtful note writing
Threats including threatened physical assault
Mobile phone/text message bullying/harassment
Internet related bullying/harassment
Camera phone bullying/harassment
Actual physical assault
Other / Further Information:

4. After a discussion with member of SLT in charge of investigating the allegation, an agreed member of staff will monitor the situation for a fixed period e.g. a week. This may include close monitoring of the children involved especially at playtimes and lunchtimes. Other staff may be involved in monitoring. Depending on the findings of our monitoring, this may be escalated to point 5.

5. Parents and Carers of the victim are also made aware at this point that the school is monitoring a situation.

6. The investigating member of SLT will liaise with the class teacher to complete a final report on CPOMS **if deemed to be bullying.** This will clearly record the type of bullying, those involved and what actions / support is in place to ensure bullying behaviour is addressed within a specified review period.

7. A meeting will be booked with Parents & Carers of all children involved, summarising this final report and the Headteacher will be informed. A meeting involving all key adults will be arranged to put a plan in place. This will involve unpicking the reasons for the behaviours and looking at what support is needed for both the victim and the perpetrator.
8. If no improvement is seen after the review period, the matter will be referred to the Headteacher and more severe sanctions will be applied as appropriate.

Parents and Carers

- Parents and Carers, who are concerned that their child might be being bullied, or who suspect that their child may be bullying others, should contact their child's class teacher immediately.
- Parents and Carers are asked to talk to their children about bullying and to teach their children to tell someone if they are feeling bullied. Keeping things to themselves will not solve the problem and will prolong the suffering of the child who is experiencing bullying.
- Parents and Carers should be supportive of the school in their endeavours to implement this policy.
- As part of teaching their children about protective behaviours, Parents should help their children to understand the difference between bullying and 'falling out' and to be precise about the language they use when describing incidents: *e.g. 'she beat me up' – when actually it was a minor push.*

Monitoring and Reviews

The Headteacher will monitor the number and type of incidents every term and report in the Headteachers' termly report to governors. The records will be provided to the Local Authority on request.

Review

The governing body will review this policy in line with its annual cycle of review.

Appendix 1: Copy of Child Friendly Anti-Bullying Policy created by the School Council.

What should I do if I see someone else being bullied?

if you see someone else being bullied, it is important that you help that person. You should never walk away and ignore the bullying if you see someone else being bullied, because the bully will keep on upsetting that person.

Remember:

S.U,N

Speak Up Now!!

What will happen if you bully?

- You must take responsibility for you actions
- You will need to take steps to repair the harm you have caused
- You will need to talk to an adult about any worries or concerns you may have.

Remember:

'We **all** have the right to feel safe all the time'

Oughton Primary and Nursey's Child Friendly Anti-Bullying Policy.

S.U.N

Speak

Up

Now

What is bullying?

A bully is someone who hurts another person more than once, by using behaviour which is meant to scare, hurt or upset that person.

At our school, we use the word 'STOP' to identify bullying: It is important to remember that single problems and falling out with friends are not bullying. Bullying is behaviour which is repeated on purpose and is meant to upset someone.

Several

Times

On

Purpose

Types of Bullying:

- Emotional bullying is hurting someone's feelings, leaving them out or bossing them about.
- Physical bullying is punching, kicking, spitting, hitting or pushing someone.
- Verbal bullying is teasing someone, calling them names or using hand signs. People can also use verbal bullying to be racist or homophobic.
- Cyber bullying involves sending horrid messages over the internet or by text message.
- Racist means bullying someone because of their skin colour, race or what they believe in.
- Homophobic means bullying someone because of their gender or sexuality; calling someone gay or lesbian would be homophobic.
- Sexist means bullying someone because of their sex (whether they are a boy or a girl)
- Bullying can be done through another person, by one person sending another person to say nasty things.

What should I do if I am being bullied?

Always remember that if you are being bullied, it is not your fault and you are never alone. You shouldn't be scared to talk to someone if you are being bullied.

S.U,N

Speak Up Now!!

Examples of people you can talk to:

- Teachers
- Teaching Assistants
- Caretaker
- MDSA's
- Kitchen staff
- Parents/ carers
- Other family members
- Friends
- Club leaders

Caption describing picture or graphic

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