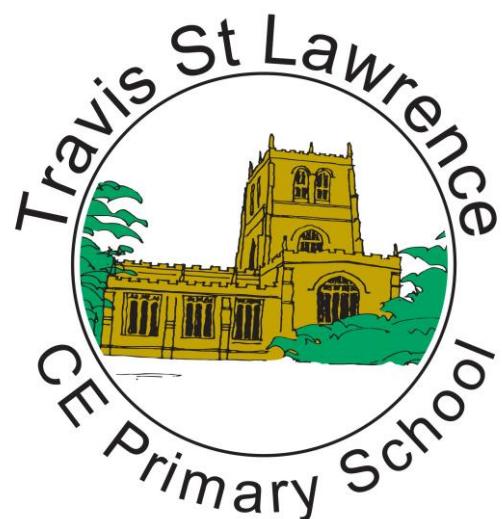


# Anti-Bullying Policy

2025-2026



## Introduction

Travis St Lawrence CE Primary School is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. Everyone has a right to feel that they belong, they believe, learn and achieve.

Our school recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to ensure that children, staff and our wider school community feel welcome, accepted, achieve and loved. We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Travis St Lawrence C of E Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying

incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-bullying Co-ordinator (Philippa Cousins). We celebrate diversity and promote cohesion within our community.

We believe every person is a unique individual made in God's image and worthy of respect. Every child has the right to be taught in an environment which is respectful and affirming of them, and is free from ridicule, intimidation and violence. Bullying of any kind is unacceptable. There shall be no hierarchy of victims: all bullies, no matter the reason for this behaviour, will be challenged and made subject to appropriate sanction.

This policy reflects the following guidance:

**'Preventing and Tackling Bullying', Department for Education 2017**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069688/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf)

**What is Bullying?**

Bullying of any kind is unacceptable. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens, and to make sure they grow up understanding the need to respect and celebrate differences, as well as similarities. These values reflect those that will be expected of our pupils by society when they enter secondary school, and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

**Definition from Anti Bullying Alliance**

'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.'

**The Equalities Act 2010** aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas more pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith

- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group. The **STOP** acronym can be applied to define bullying- **S**everal **T**imes **O**n **P**urpose.

(Stonewall Toolkit 2022)

- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Physical** - such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Emotional** – such as spreading hurtful and untruthful rumours, excluding people from groups
- **Cyber** - such as using text, email or other social media to write or say hurtful things about someone.
- **Psychological**- such as deliberately excluding or ignoring people
- **Written** - such as ridicule through drawings and writing e.g. on planners/PC's
- **Incitement** – such as encouraging others to bully
- **Extortion** – such as demands for money or personal property
- **Damage to Property** – such as theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

### **Impact of Bullying**

Research confirms the destructive effects of bullying on young people's lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity

- Feelings of guilt
- Long term mental health difficulties

### **Some Signs of Bullying**

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

### **What we will do as a school**

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer. This is the learning mentor Sally Atherton
- Appoint an Anti-bullying Governor who will meet regularly with named person in school; Anna Clish.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying in line with DMBC guidelines. This file is kept on our electronic site- CPOMS.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
  - Regular praise of positive and supportive behaviour by all staff.
  - Work in school which develops empathy and emotional intelligence.
  - Any incidents are treated seriously and dealt with immediately.
  - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victims and perpetrators parents will be informed.

### **How we will work with victims of bullying**

- Ensure that there are clear pathways for reporting bullying. See appendix 2 for procedure for reporting bullying behaviour.
- Ensure that victims are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

## **How we will work with those accused of bullying**

- Ensure that perpetrators are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
  - counselling/instruction in alternative ways of behaving
  - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
  - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
  - fixed periods of exclusion
  - permanent exclusion (in extreme cases which may involve violence)
  - Support from the LA in anti-bullying workshops within classes and with pairs, groups and individuals involved.

## **How we will work with bystanders**

- Ensure that they are listened to by the Head teacher and/or senior staff member.
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

## **Strategies we may use include**

- Lunchtime clubs
- Close work with Anti-Bullying Ambassadors (Princess Diana Award)
- Learning Mentor support
- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies e.g. Doncaster CAHMS.
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

## **How we will educate the school community**

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum)

## **How will we work with parents and carers**

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to. Parents should first report the bullying to the Anti-bullying officer.
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (See appendix 2 Recommended procedures in school for reporting bullying).

The Local Authority complaints procedure for handling school complaints can be accessed on <https://www.doncaster.gov.uk/services/get-in-touch/complaints-and-compliments>

### **How we will support staff**

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Union Representatives, Human Resources. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol)

### **Appendix 1. Support Agencies we may consult**

Doncaster MIND: 01302 342525

**Anti-bullying Alliance** - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Kidscape** [www.kidscape.org.uk](http://www.kidscape.org.uk) 02077303300

**Childline – advice and stories from children who have survived bullying**  
08000 1111 WEBSITE

**Bullying on line** [www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus – advice and links for parents** [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
08088002222

**Parents Against Bullying** 01928 576152

### **Useful sources of information**

**Mermaidsuk.org.uk** – family and individual support for teenagers and children with gender identity issues. [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

**Stonewall** - Stonewall is a lesbian, gay, bisexual and transgender rights charity in the United Kingdom. It is the largest LGBT rights organisation in Europe. [www.stonewall.org.uk](http://www.stonewall.org.uk).

**Rainbow Flag Award**- The Rainbow Flag Award is a national quality assurance framework for primary schools, secondary schools, SEND schools and colleges. The award focuses on

positive LGBT+, (lesbian, gay, bisexual, trans, plus other related identities), inclusion and visibility. <https://www.rainbowflagaward.co.uk>

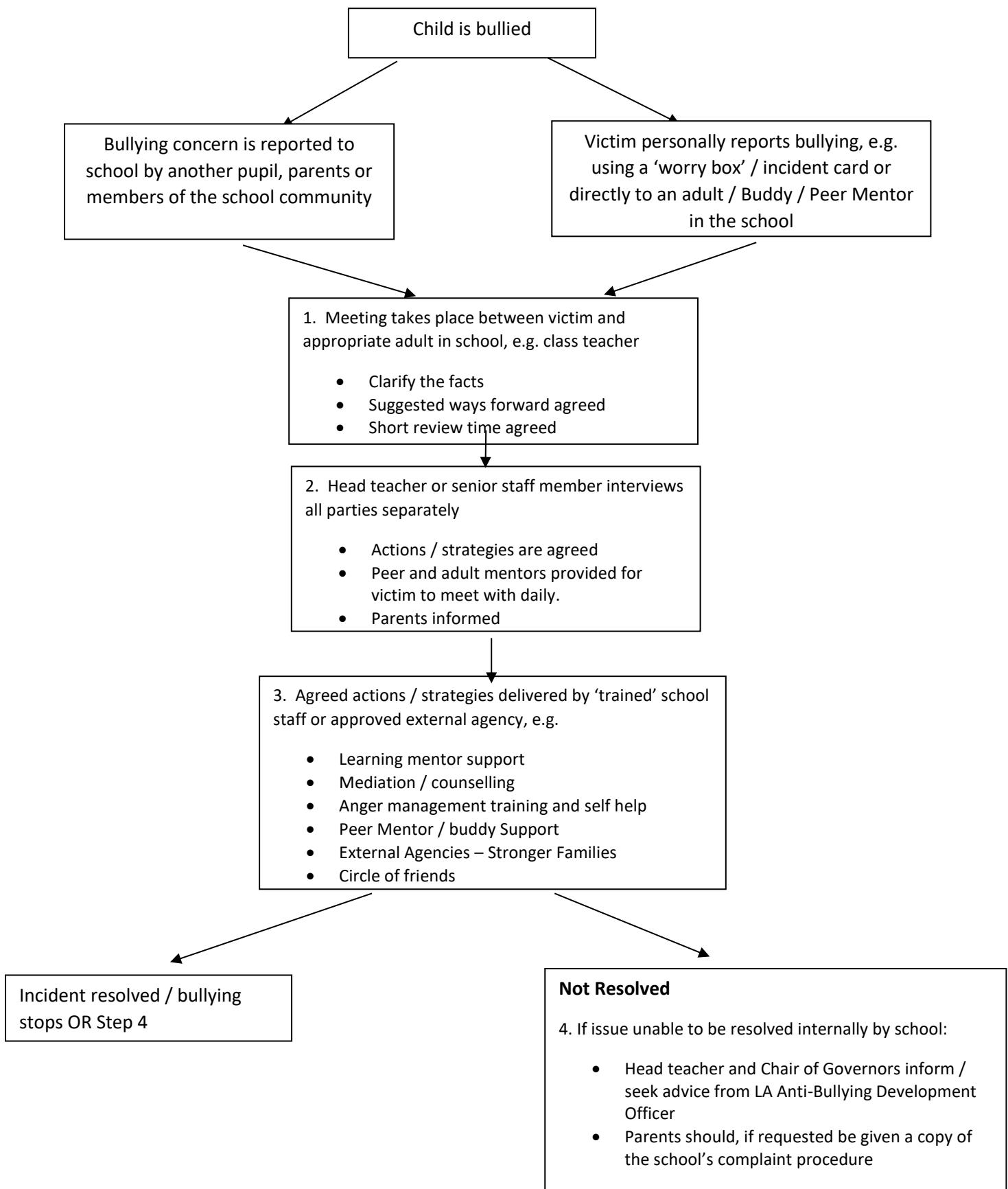
**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site [www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

## Appendix 2. Procedures in school for reporting bullying: pathways of help



**Appendix 3: “Valuing All God’s Children Guidance for Church of England Schools on Challenging Homophobic, Biphobic and Transphobic bullying”.**

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf)

## **Appendix 4: “Cyberbullying” A qualitative study of children, young people and ‘sexting’**

**A report prepared for the NSPCC 2012**

### **Top messages from the evidence**

**1. Threat from peers.** For young people, the primary technology-related threat is not the ‘stranger danger’ hyped by the mass media but technology-mediated sexual pressure from their peers. For example, rarely did children express to us any concern about inappropriate sexual approaches from strangers (and when they did, they seemed able quickly to brush off the approach as from a ‘weirdo’, ‘pervert’ or ‘paedo’). Rather, the problems posed by sexting come from their peers – indeed, from their ‘friends’ in their social networks, thus rendering much commonplace advice (about being careful who you contact, or keeping your profile private) beside the point. The success of e-safety campaigns is evident in teenagers’ awareness of practices to reduce online risk from strangers, and it is time to shift the focus towards reducing risk from known peers. This poses a challenge for school based awareness strategies as a class is likely to contain varieties of victim, abuser and bystander simultaneously. Also challenging is the ever-widening circles of peers, more or less known, enabled by technology.

**2. Sexting is often coercive.** Sexting does not refer to a single activity but rather to a range of activities which may be motivated by sexual pleasure but are often coercive, linked to harassment, bullying and even violence. There is no easy line to be drawn between sexting and bullying, for instance, and much may be learned from anti-cyberbullying initiatives to address the problem of sexting. To achieve this, teachers, parents and other adults must be willing to discuss sexual matters and sexual bullying and cyberbullying with teenagers, including as part of existing anti-bullying initiatives.

**3. Girls most adversely affected.** Sexting is not a gender-neutral practice; it is shaped by the gender dynamics of the peer group in which, primarily, boys harass girls, and it is exacerbated by the gendered norms of popular culture, family and school that fail to recognise the problem or to support girls. We found considerable evidence of an age-old double standard, by which sexually active boys are to be admired and ‘rated’, while sexually active girls are denigrated and despised as ‘sluts’. This creates gender specific risks where girls are unable to openly speak about sexual activities and practices, while boys are at risk of peer exclusion if they do not brag about sexual experiences. It is important that safety initiatives provide gender sensitive support for girls without treating sexting as a girl-only or girl-initiated problem; the role, responsibility and experiences of boys in relation to sexting also deserve more research and practical attention.

**4. Technology amplifies the problem.** Technology is not neutral either: the specific features or affordances of mobile phones, social networking sites and other communication technologies facilitate the objectification of girls via the creation, exchange, collection, ranking and display of images. Technology providers should do more to provide easy-to-use, age-appropriate tools by which children and young people can avoid, reduce or seek redress for distress resulting from the creation, circulation and display of unwanted sexual images and text.

**5. Sexting reveals wider sexual pressures.** Although the extent of sexting cannot be determined from a small-scale qualitative study, most children interviewed were familiar with the practices referred to as sexting; while some had experienced or knew of others who had experienced sexting, also important was the finding that most felt in some ways oppressed by

perceived sexual pressure – to perform, judge and be judged – from peers. Such pressures may vary by context, but the specificity of sexualisation pressures – e.g. expectations on appearance (being very thin, having large breasts or big muscles) or actions (viewing porn, tripping and touching up, performing blow jobs, sending images of own body parts) – should be discussed in order to undermine the culture of silence that further harms youth, especially girls.

**6. Ever younger children affected.** It is striking that although the year 10 teenagers interviewed were more sexually aware and experienced, with many stories to tell regarding their own/their peers' sexual and sexting activities, they also appeared more mature in their resilience and ability to cope. The year 8 children were more worried, confused and, in some cases, upset by the sexual and sexting pressures they face, and their very youth meant that parents, teachers and others did not support them sufficiently. It is unknown whether sexting affects still younger children but we recommend that research and policy initiatives are developed to look at primary children and transitions into secondary school.

**7. Sexting practices are culturally specific.** New technologies enable public displays of identity, which bring with them pleasures but also pressures to perform particular idealised forms of femininities and masculinities which are culturally, class and 'race' specific. Young people are also, however, managing globalised consumer oriented cultures of consumption, which present challenges and pressures to have the 'right' types of embodiment, commodities, and status symbols. Sexting for girls can involve being subject to oppressive, racialised beauty norms and hierarchies around feminine appearance and body ideals. Boys must negotiate competitive masculinity, where status can be generated in new ways via technology (such as soliciting, collecting and distributing peer-produced sexualised images of girls' bodies, which operate as a form of commodity or currency). It follows resources need to link sexting practices to an analysis of wider sexist gender relations and commercial culture, but also address the locally specific peer based forms that sexting takes.

**8. More support and resources vital.** To overcome the culture of silence, adult embarrassment, and a paralysing uncertainty over changing sexual norms, the adults who variously provide for youth – teachers, parents, industry, commerce and others – should develop an explicit discourse that recognises, critiques and redresses the gendered sexual pressures on youth. Sexting may only reveal the tip of the iceberg in terms of these unequal and often coercive sexual pressures, but they also make such pressures visible, available for discussion and so potentially open to resolution.