

Summerville Primary – an Academy School
achieving through care, challenge and creativity
Anti-Bullying Policy
Non-Statutory Policy



Anti-Bullying Policy

Date of Approval: October 2025

This policy will be reviewed by LPP every two years.

Date for Review: October 2027

Signature:

Date: October 2025

Headteacher: Stephen Jess

Signature:

Date: October 2025

Co-Chairs of Governors

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1. Introduction

At Summercroft we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focused on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these ‘relational conflicts’ and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents, carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Summercroft we encourage open discussions around differences between people; we actively challenge prejudice and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

2. Definition

At Summercroft, we have adopted the Anti-Bullying Alliance’s definition of bullying:

“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.”

We recognise that bullying can take many forms and can affect any child. It 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). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, Summercroft will address the situation and support the pupils to resolve any negative feelings. We will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. We will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported. This will include the target, the alleged perpetrator, any bystanders, and may include the wider school community.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, sexually abusive comments, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty messages (including within a game), social exclusion

- **Indirect** - Can include the exploitation of individuals.
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race, ethnicity or nationality; because they are lesbian, gay, bisexual or trans, or are perceived to be, or have a family member or friend who is; or because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

3. Where does bullying take place?

At Summercroft we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying). We encourage all parents and carers to adhere to the recommended age restrictions when allowing children to use electronic devices, information about which can be found on the National Online Safety website: [National Online Safety | Keeping Children Safe Online in Education](#)

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

4. How to report bullying concerns

At Summercroft we want pupils, parents, carers, staff and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders or witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community. The effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, a member of the SLT, an MSA or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to, and all children complete a 'Helping Hand' each year, reviewed termly, on which they name five trusted adults.

The member of staff will listen to the pupil and make an initial note of their concerns; they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on Arbor, and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally; we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name, a brief note about their concerns or draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.

Even if the behaviour or incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents and carers

We understand that it can be very difficult for a parent or carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents or carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents or carers to contact their child's class teacher (in person, via telephone call or via the admin email account (admin@summercroft.herts.sch.uk)) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on Arbor, and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents and carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour or incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead. The member of staff who has identified a child at risk or is receiving a report will take an initial note of the concerns and will then make a formal record of the bullying report on Arbor, and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to. (The member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.)

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the member of staff who has organised the visit. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns, investigate and will then make a formal record of the bullying report on Arbor, and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

5. How Summercroft will respond to reports of bullying

At Summercroft, all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying. This information is stored on Arbor. These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff briefings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders or witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Discuss the case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g. the police, district council etc.)
- Keep in touch with the person who reported the incident or behaviour to inform them that action has been taken – this may include a pupil, a parent or carer, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Implement a range of follow-up support or interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses or bystanders, group work with the wider-school community etc.)
- Use re-education as a tool where appropriate (e.g. in the case of a racist or homophobic incident)
- Monitor the effectiveness of actions taken and reassess or take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to an external agency

If a parent or carer is not satisfied with our school's actions, we ask that they approach the school for more clarity on the actions undertaken. If still dissatisfied, we ask that they follow our school's complaint policy and procedures which is available online from our school website or on request from the school office.

6. Strategies for preventing bullying

At Summercroft, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Regular opportunities for pupil voice through our Talking Groups
- Buddy classes

- Online Safety workshops from external provider annually
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust PSHE curriculum for all year groups
- Specific curriculum inputs for digital literacy and cyberbullying, including through Project Evolve
- Providing a diverse curriculum which celebrates differences
- Themed days or weeks to promote equality and tackle prejudice
- Assemblies which focus on values and diversity
- Regular celebration events linked to Summercroft's learning powers
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Specific interventions for identified individuals or groups e.g. social skills groups, Lego therapy, nurture sessions, forest school sessions, counselling for identified students etc.
- Parent events and training
- Regular staff training and development for all staff
- Weekly Pastoral Care and Concerns (PCC) briefing, with minutes made available for staff
- All staff model expected behaviour

7. Breaches/complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

8. Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	How it may link
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics

PSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response