

Anti-bullying and hate Policy



Cam Everlands Primary School

"We believe, achieve and celebrate"

Approved by:	Full Governing Body	Date: September 2026
Last reviewed on:	September 2024	
Next review due by:	September 2028	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Definition of bullying.....	3
4. Types of bullying	3
5. Early intervention	4
6. Prevention	4
7. What should you do if you feel that your child is getting bullied?	4
8. Recording and Monitoring	5
9. Pupil Voice	5
10. Hate related incidents	5
11. Support	6
12. Links with other policies.....	6
Appendix 1	7
Appendix 2.....	8

1. Aims

The staff at Cam Everlands Primary School are committed to providing and encouraging a caring and secure environment where all pupils can learn and develop in order to prepare them for adult life. In order to do this, it is vital that pupils, parents, staff and Governors are aware of what is considered unacceptable behaviour within our school, what procedures and strategies are in place to deal with incidents of bullying and how the methods intended to keep our pupils safe are monitored.

This policy for the prevention and action against bullying is based upon three views:

- Bullying has no place in our school.
- When bullying is witnessed or experienced, it is always safe to tell.
- Resolutions will be sought to restore the imbalance of power between victim and bully.

2. Legislation and guidance

This policy is based on the following legislation and guidance:

- The [Education Act 2002 Section 175](#)
- The [Children's Act 1989 section 47](#)
- The [Education and Inspections Act 2006 section 89](#)
- DfE guidance document [Preventing Bullying](#)
- The [Public Sector Equality Duty of the Equality Act 2010](#)
- [Working together to Safeguard Children](#)
- [Online Safety Act 2023](#)
- [Keeping Children Safe in Education](#)

3. Definition of bullying

There is no legal definition of bullying; we have adopted the definition stated by the Department for Education in 'Preventing and Tackling Bullying' as:

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group and involves an imbalance of power between those causing harm and the person being harmed"

Key elements of bullying are:

- It is **hurtful**
- There is **repetition**
- It is **intentional**
- It can happen **face-to-face** or **online**

4. Types of bullying

Bullying can happen to anyone. It results in pain, suffering and distress to the victim and can take many different forms. The Anti-bullying Alliance state that bullying These include, but are not limited to:

- Physical – pushing, poking kicking, hitting, biting, punching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling etc.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online/cyber – posting on social media, sharing photos, sending nasty messages, social exclusion
- Indirect – Can include exploitation of individuals

4.1 Online/cyber bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Cyber-bullying includes sharing of nudes and semi-nudes and encouraging sharing of nudes and semi-nudes in response from others.

- The Education Act 2011 amended the power in the Education Act 1996.
- When an electronic device, such as mobile phone or tablet, has been seized by a member of staff (who has been formally authorised by the head teacher,) that member of staff can examine data and/or files.
- Staff have the power to delete the data and/or files when there is good reason to do so.
- This power applies to all schools and **there is no need for prior parental consent.**
- If the device seized is suspected of containing evidence in relation to an offence, the person who seized the phone must give the device to the police as soon as reasonably possible.

The school recognises the role of the Online Safety Act 2023 in strengthening protections for children online and will continue to educate pupils about safe, responsible and respectful online behaviour.

5. Early intervention

In all cases of bullying, in whatever form, early and effective intervention has an important part to play in preventing such behaviour. It is crucial that all people within Cam Everlands Primary School understand what the right thing to do is if they are a victim or witness to bullying.

6. Prevention

6.1 School

Parents are made aware of the school procedures to follow if they believe that their child is being bullied.

- Ensure that the supervision of children in our care is effective
- Encourage positive play during breaks
- Coordinate assemblies to deal with bullying
- Tackle bullying openly through direct teaching (PSHE curriculum) where open discussions can be held to discuss the differences between people that may motivate bullying
- Encourage Peer Mediators to resolve problems
- Provide effective staff training in legal responsibilities, how to resolve problems and where to seek support
- Bringing outside agencies to promote positive play and behaviour
- All staff within school help to create a safe, inclusive environment
- Class charters (child voice)

6.2 Parents

- Parents are aware of school procedures to follow if they believe that their child is being bullied.
- Parents reinforce the value of good behaviour at home.

7. What should you do if you feel that your child is getting bullied?

- You must speak to the teacher in the first instance. All complaints will be taken seriously and listened to by all staff.
- The teacher will record your account on our safeguarding system (CPOMS).
- Further investigation will be thorough and may involve a member from the senior leadership team.
- Written accounts will be taken prior to further discussion of the incident by the parties involved to confirm evidence of bullying (see section 3).
- Action will be decided upon by the head teacher together with the senior leadership team. The bullying behaviours or threats of bullying must always be investigated and any bullying stopped as quickly as possible.
- Restorative justice and mediation are techniques that may be used following the investigation. If possible, the pupils will be reconciled.
- The victim of bullying will be provided with support if required.
- The bully will be offered help to change their behaviour.
- After the incident / incidents have been investigated, recorded and dealt with, each case will be monitored to ensure repeated bullying does not take place.

- The head teacher or senior leadership team will be responsible for co-ordinating all the reported incidents and analysing any emerging patterns. They will then feedback to the staff any action points arising to implement for future provision.
- Consideration will be given to the safety of all parties involved.
- Vulnerable pupils who are bullied within school, are much more likely to be bullied outside of school, whether while walking home or via cyber bullying. If an incident of bullying outside the school premises and/or online is reported to the school, then it will be investigated and appropriate action will be taken.
- Bullying can be a criminal matter, involving e.g. offences of theft, criminal damage, assault or harassment or hate crimes. Cam Everlands Primary School may involve the police in such cases.
- Hate Crimes will be specifically identified and recorded as such in a Section 175 audit.

8. Recording and Monitoring

8.1 Recording

All incidents will be recorded on CPOMS and categorised clearly.

8.2 Monitoring

A member of the senior leadership team will undertake termly analysis of any reports of bullying noting:

- Location
- Year group
- Protected characteristic
- Repeated incidents
- Online/offline incidents

8.3 Reporting

A summary of the monitoring activities will be presented to governors at least annually.

The school will monitor the effectiveness of its anti-bullying work through behaviour data, safeguarding records, pupil voice, attendance information and parental feedback.

9. Pupil Voice

The school will regularly seek pupil views regarding bullying, safety, belonging and inclusion through pupil questionnaires, pupil voice activities and school council discussions.

10. Hate related incidents

If any incident of bullying is perceived by the victim, or any other person as being motivated by prejudice on the grounds of disability, race, religion/belief, sexual orientation, trans-identity, age, pregnancy, sex, marriage or civil partnership, we will record it as a 'Hate Incident' and report it through the appropriate channels.

11. Support

In cases where pupils may have suffered bullying in the past and have been out of school for some time our reintegration program would include a focus on bullying and 'assertiveness in the face of bullying'. We also endeavour to equip young people who are in our care with an awareness of bullying and how to deal with it if it happens to them through the PSHE and RSE curriculum.

12. Links with other policies

This policy is linked to the:

- Behaviour
- Child protection and safeguarding
- Online Safety
- SEND Policy
- Suspension and permanent exclusion policy

Appendix 1

The following organisations are just some of the many sources for help and advice available for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

NSPCC (<https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/bullying-and-cyberbullying>)
Advice for parents and children as to what bullying is and the signs it is happening.

CEOP (<https://www.ceop.police.uk/Safety-Centre/>)
National Crime Agency website. Useful for online safety and exploitation concerns.

The Anti-Bullying Alliance (<https://anti-bullyingalliance.org.uk/>)
The Anti-Bullying Alliance brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape (www.kidscape.org.uk)
A charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it.

Internet Matters (www.internetmatters.org)
Provides help to keep children safe in the digital world.

Barnardos (www.barnardos.org.uk)
Through its LGBTQ+ Hub, they offer guidance to young people, parents and teachers on how to support LGBTQ+ students and tackle LGBTQ+ prejudice-based bullying.

Childline (www.childline.org.uk)
For pupil self-referral

The Diana Award Anti-Bullying Programme (<https://www.antibullyingpro.com>)

National Online Safety (www.nationalonlinesafety.com)
Parent guides and online safety resources.

Appendix 2

Equalities Act 2010

The Equalities Act 2010 brings together a number of existing laws into one place so that it is easier to use. It sets out the personal characteristics that are protected by the law and the behaviour that is unlawful. Simplifying legislation and harmonising protection for all of the characteristics will help Britain become a fairer society. Everyone in Britain is protected by the Act.

The “protected characteristics” under the Act are (in alphabetical order):

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Under the Act people are not allowed to discriminate, harass or victimise another person because they have any of the protected characteristics. There is also protection against discrimination where someone is perceived to have one of the protected characteristics or is associated with someone who has a protected characteristic.

