



*"I have come so that they may have life and have it to the full."* John 10:10

# Anti-Bullying Policy

## Spring 2026

Policy Review Details	
This policy will be reviewed in line with our policy review schedule.	
Date of Issue: Spring 2026	
Governor Signature	Head of School Signature <i>Sarah Brown</i>
Date of next review: Spring 2028	

## Version Control

### Change Record

Date	Author	Version	Reason for Change
Autumn 2019	J Whittaker	New	Change of school leadership – full policy review
Spring 2022	J Whittaker	2	<ul style="list-style-type: none"><li>• Updated school / Epworth emblems</li><li>• Added reference to Relationships and Health Education Framework</li><li>• Reference to potential for designated safeguarding lead to become involved if peer-on-peer abuse is considered</li></ul>
Spring 2024	J Whittaker	3	Fully revised – please read in full as large sections have been redrafted for added clarity.
Spring 2026	S Brown	4	<ul style="list-style-type: none"><li>• Head of school replaced Headteacher</li><li>• Added sentence to summarise vision and values</li><li>• Inclusion of 'No Outsiders' &amp; 'Think Equal' as a resource to promote protected characteristics</li><li>• Mrs Whittaker altered to Mrs Brown</li></ul>

## Summerseat Methodist Vision & Values

At Summerseat Methodist Primary, our vision, ethos and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our children to become lifelong learners; creating a safe and inclusive learning environment that nurtures individuality and enhances potential.

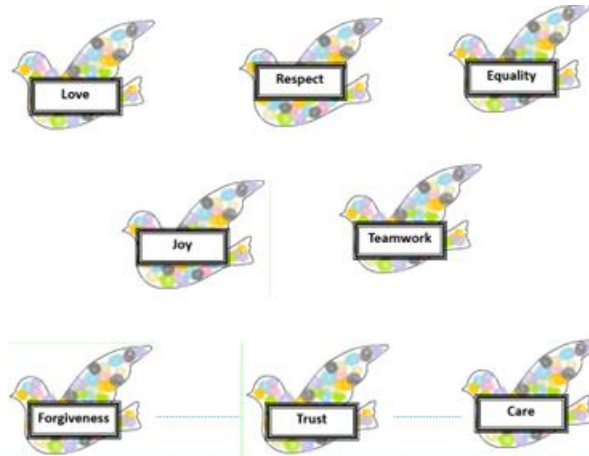


“I have come so that they may have life  
and have it to the full.”

John 10:10

As a church school, we have identified and uphold the following core Christian values that help us achieve our ethos and vision: joy, teamwork, love, respect, care, trust, forgiveness and equality.

‘Believe, Achieve, Shine with Love, Respect and Equality’ summarises our vision and values.



## Safeguarding Statement

At Summerseat Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

## **Rationale**

At Summerseat Methodist Primary School we aim to provide a caring and secure environment for all of our school family.

As a Christian school, we live by the values of respect and love. We are all loved by God, and should respect and value each other. We do have procedures for dealing with incidents of bullying, however through our teaching of key values, we hope incidents are few and far between.

## **Introduction**

At Summerseat Methodist Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Summerseat Methodist 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.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's Vision, Aims and Values.

## **Principles**

It is the responsibility of the governors and the Head of School to ensure that all members of the school community work within a safe and enabling environment.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Summerseat Methodist Primary School.

They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

## Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

## Bullying Definition

At Summerseat Methodist Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying usually happens when the relationship is imbalanced;
- It could be prejudice-based or discriminatory

Bullying is distinct from conflict which is part of everyday life. It is not;

- A one-off fight or argument
- An argument with a friend
- Falling out with friends

Bullying is behaviour which *deliberately* makes another person feel uncomfortable, distressed or threatened and is *repeated* over time.

It can make those being bullied feel powerless to defend themselves.

We use the acronym STOP (Several Times On Purpose) to help our school community understand and identify when a situation can be described as bullying.



## **Types of Bullying**

- **Cyber-Bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

- **Racist Bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

- **Homophobic Bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

- **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 ethnic minorities
- 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

## **Bullying can be...**

Emotional – e.g. being unfriendly, excluding, tormenting, threatening behaviour

Verbal – e.g. name calling, sarcasm, spreading rumours, teasing

Physical – e.g. pushing, kicking, hitting, punching or any use of violence

Extortion – e.g. demanding money / goods with threats

Indirect – Ignoring someone, leaving them out, spreading rumours

There is a zero tolerance towards any type of bullying at SMPS.

## **Signs of Bullying**

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, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

An extended list of possible signs is included in Appendix A.

## **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. At Summerseat, this is done in the following ways:

- Proactively teaching Christian Values
- Developing and reviewing an effective anti-bullying policy and practice
- Prioritising pastoral care
- Building positive relationships so that all children feel safe to share any concerns with an adult in school
- Providing regular staff development work
- Planning in regular work, through the PSHE curriculum, which develops empathy and emotional intelligence
- Ensuring we follow the Relationships and Health Education guidance.
- Promoting 'No Outsiders' and 'Think Equal' raising the profile of the protected characteristics
- Planning in regular work which focuses on the theme of anti-bullying
- Planning in regular work on online safety using 'Education for a Connected World' to support the E-safety curriculum. Information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. We also have access to an App for parents and staff to keep up to date in this area. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

## **School Rules and Values**

Our school rules and values are regularly promoted in assemblies and displayed throughout the school. There are clear expectations and regular opportunity to revisit these in our curriculum. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

## **Behaviour Policy**

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

## **Responding to Bullying**

It is important to respond promptly and effectively to reported incidents of bullying. No-one deserves to be a victim of bullying and everybody has the right to feel happy and safe in school.

All cases of alleged bullying should be reported to the Head of School/Assistant Head or senior member of staff. In any case of alleged bullying, either the class teacher, the Head of School, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Head of School (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed. If the situation does not improve, the Head of School (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Our staff will:

- Foster in our pupil's self-esteem, self-respect and respect for others
- Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to Mrs Brown
- Be clear on our acceptable usage agreements with children
- Be clear as a staff on what child on child abuse is
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action which has been taken.

- Record the reported incident on CPOMS using the correct categorisation
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures
- Develop good citizenship at Summerseat
- Remind the children what they should do - STOP (Start Telling Other People) if they or someone they know is being bullied.
- Reinforce that we are a telling school – this means that anyone who knows that bullying is happening is expected to tell the staff.
- Have in place a detailed procedure for dealing with reported incidents of bullying (see Appendix B)

### **Listening to children**

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

### **Remember**

- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it

### **Causes of bullying**

People bully for different reasons. Often it is to do with gaining power over someone else, or “looking good” in front of other people.

SMPS aim to eradicate bullying that excludes others from their rights to play and participate in games at playtimes.

### **Support agencies**

There are a number of agencies who can support the teaching of the anti-bullying theme in school and who can offer support to staff and children.

A list is included in Appendix C

### **Monitoring and Review**

It is the responsibility of the Head of School to monitor the day-to-day implementation of this policy.

Details of bullying will be reported to Governors in the Head teachers termly report

It will be reviewed on a bi-annual basis by the Governing Body.

Other related policies: Online safety & Acceptable Usage Policy, safeguarding (including child-on-child abuse) Whistle Blowing, General Complaints Procedure, Behaviour Policy

## **Appendix A**

### **Possible Signs and Symptoms of Bullying**

Is frightened of walking to / from school  
Changes route to school – asks to be driven instead of walking  
Changes to their usual routine  
Is unwilling to come to school  
Begins to truant  
Becomes withdrawn, anxious or lacking in confidence  
Becomes aggressive, abusive, disruptive or unreasonable  
Starts stammering  
Threatens or attempts suicide  
Threatens or attempts self harm  
Threatens or attempts to run away  
Cries themselves to sleep at night or has nightmares  
Feels ill in the morning  
Performance in school work begins to drop  
Comes home with clothes torn, property damaged or “missing”  
Asks for money or starts stealing money  
Has dinner or other monies continually “lost”  
Has unexplained cuts or bruises  
Comes home “starving”  
Bullying others  
Changes in eating habits  
Is frightened to say what is wrong  
Afraid to use the internet or mobile phone  
Nervous or jumpy when a cyber message is received  
Gives improbabal excuses for their behaviour

## Appendix B

### Procedure for dealing with reported incidents of bullying

1. Initially, any incidents of bullying should be reported to the child's class teacher *At this stage, it is important to clarify whether it has happened, 'several times on purpose' and is a bullying incident. As previously stated, bullying is not a one off incident, fight or argument with a friend. Behaviour incidents are reported on CPOMs and so patterns can be seen.*
2. The class teacher will investigate the incident speaking to the children involved separately and noting down the accounts of the incident.
3. If appropriate, the children involved will meet jointly with the class teacher to discuss possible ways forward.
4. Details of the alleged incidents, together with a résumé of the discussions, will be recorded on CPOMs
5. At this stage, it is important to clarify if this is an isolated incident or whether this has happened repeatedly. A decision will be made as to whether this is a bullying incident or an isolated incident. Parents will be contacted as appropriate.
6. The situation will be reviewed by the class teacher after a week and then after a month using CPOMs records
7. If the incidents continue or worsen, the Head of School will then interview all parties
8. The Head of School will meet with parents and agree actions to be taken
9. The Head of School will review the situation after a week and then after a month
10. All incidents will be reported to the Governing Body on a termly basis

All incidents will be reported on CPOMs and will detail discussions and agreed actions. If a pattern is found that indicates bullying i.e. targeted incidents that are several times on purpose, incidents initially recorded in isolation may be re-named 'bullying'.

Where appropriate, incidents may also be directed to the designated safeguarding lead if child-on-child abuse is suspected. Staff have training on this and this can be reported via a separate tab that can be selected on Cpoms after full investigation.

Anti-bullying alliance	<a href="http://www.antibullyingalliance.org.uk">www.antibullyingalliance.org.uk</a>	
Kidscape	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>	020 773 3300
Childline	<a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a>	08000 11 11
Parentline plus	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>	0808 800
Bullying UK	<a href="https://www.bullying.co.uk/general-">https://www.bullying.co.uk/general-</a>	
Internet Matters	<a href="https://www.internetmatters.org/issues/?q">https://www.internetmatters.org/issues/?q</a>	
Online Safety NSPCC	<a href="https://www.nspcc.org.uk/preventing-">https://www.nspcc.org.uk/preventing-</a>	
Safety Net	<a href="http://www.safetynetkids.org.uk/personal-">http://www.safetynetkids.org.uk/personal-</a>	
UK safer Internet centre	<a href="https://www.saferinternet.org.uk/">https://www.saferinternet.org.uk/</a>	

[www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)[www.youngminds.org.uk/find-help/feelings-and-symptoms/bullying/](http://www.youngminds.org.uk/find-help/feelings-and-symptoms/bullying/)

[www.youngminds.org.uk/find-help/feelings-and-symptoms/bullying/](http://www.youngminds.org.uk/find-help/feelings-and-symptoms/bullying/)

[www.bullying.co.uk/](http://www.bullying.co.uk/)

[www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/](http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/)