



# Aldermoor Farm Primary School

Anti-Bullying Policy

September 2025

Bullying can make the victims' life a misery; it lowers their self-esteem and confidence as well as destroying their sense of safety and security. Bullying can have an effect on attendance and attainment, having a life-long negative impact on some young people's lives. Developing an anti-bullying philosophy and ethos at Aldermoor Farm is a key priority. No forms of bullying will be tolerated and any incidents of bullying will always incur a disciplinary sanction along with restoration. We believe that everybody should live without the fear of bullying, that they deserve respect and have the right to work and learn in a safe environment. Bullying is anti-social behaviour, is unacceptable and will not be tolerated at this school.

Bullying affects those children who are bystanders and less assertive pupils may be drawn in by peer pressure. Bullying rarely gets solved by itself.

### **What is Bullying?**

At Aldermoor Farm we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies, PSHE lessons and through the curriculum. We agree that

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group.
- [Bullying can occur online.](#)
- Bullying usually happens when there is an imbalance of power.
- It could be prejudice based or discriminatory.

### **Types of Bullying**

There are different types of bullying;

- Physical (including threats, intimidation and theft)
- Verbal (name calling, racism, homophobia, emotional bullying)
- Indirect (spreading rumours, exclusion from social groups)
- Cyberbullying (use of ICT e.g. mobile phones, internet i.e. Tik Tok, Snapchat)
- Prejudice-based
- Discriminatory bullying

As part of this policy we aim to be clear about what we believe bullying to be. We have defined, even more explicitly the following terms.

<b>Cyberbullying</b>	Cyber-bullying is the use of electronic communication to bully others. Most of the bullying online is the same as in-person. For example, victims can experience language of a threatening, harassing, racist, homophobic, sexist, disablist or discriminatory nature. This occurs over social media platforms, games, emails or text messaging.
<b>Homophobic</b>	This bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people. Homophobic bullying may also take the form of intimidating and ridiculing those who have gay parents/carers or family members.
<b>Racist</b>	This bullying refers to any hurtful behaviour, verbal, physical or indirect, repeated over time, that makes an individual feel unwelcome, excluded, powerless or worthless because of their skin colour, ethnicity, culture, faith, community, national origin or national status.
<b>Discriminatory</b>	Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia or disablist language.

## **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 or family members with Special Educational Needs or Disabilities (SEND)
- Children or family members from ethnic minorities
- Children entitled to Free School Meals
- Children or family members for whom English is an Additional Language
- Children or family members who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health
- Being a refugee

## **Safeguarding**

Every member of staff and visitor to Aldermoor Farm has a duty to follow safeguarding procedures and this includes the procedures to prevent and tackle any form of bullying. We take bullying extremely seriously as we understand it can be a form of child-on-child abuse, as set out in Keeping Children Safe in Education, 2025. There may be instances of bullying where the school will also have to follow safeguarding procedures, for example:

- Sudden refusal to attend school, including truancy.
- Physical and sexual harassment and assault.
- A child's physical and/or mental health has been harmed. **This list is not exhaustive.**

## **Equality**

The Equality Act 2010 and the Public Sector Equality Duty ensures that we take active steps to eliminate any form of bullying and discrimination based on a protected characteristic, including race, sexuality, gender, religious belief or disability. Through our preventative strategies (see below), children are taught about them and how to identify or prevent bullying. See our Equality Policy for more information.

## **Places and Spaces**

Bullying can happen in many places and this includes out of school. Aldermoor Farm has the duty and the powers to investigate incidents of bullying, even if they happen off-site (e.g. in the community or online). Places that bullying may occur, are:

- On the journey to and from school
- In the local community
- In school (playgrounds, corridors, lesson time)
- In extracurricular activities (such as breakfast clubs, school trips, sporting events) -
- Online (during and outside of the school day)

Parents/carers and the school should be particularly alert to social media and gaming platforms, such as:

- Whatsapp

- TikTok
- Youtube
- Facebook
- X (formerly known as Twitter)
- Threads
- Snapchat
- Instagram
- Roblox

### **Signs of Bullying**

Some children may not tell adults that bullying is happening so all staff at school should be aware of the following signs and symptoms. Adults in school should be vigilant in looking out for signs of bullying or other safeguarding concerns.

Parents/carers, it would also be useful for you to identify if you see any of these symptoms at home.

Physical	Unexplained bruises, scratches, cuts; missing belongings; damaged clothes or schoolwork; loss of appetite; stomach aches; headaches; bedwetting.
Emotional	Losing interest in school; being fearful of walking to and from school; being withdrawn or secretive; unusual shows of temper; refusal to say why they're 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; nightmares; school grades and effort decline.

### **Preventative Strategies**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. We aim to prevent bullying through these methods:

- Through our Values curriculum
- Our curriculum and PSHE lessons
- Circle time and assemblies (which teach the protected characteristics)
- Votes for schools
- Teaching the British Values
- Pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.
- Through themed days and weeks. E.g. Anti-bullying week, Stand up to Bullying, Kindness Day, Black History Month
- Online safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. These workshops are held to raise parents' awareness of cyber-bullying.
- Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.
- Building resilience and self-esteem through Zones of Regulation approaches.
- Use of safe spaces during social times
- Reference to any concerns during weekly Inclusion Meetings, held by Senior Leaders

## **Reporting Bullying**

Any child, member of school staff, visitors, parents/carers or members of the community can report bullying and are actively encouraged to do so if they suspect it to be happening. It will always be taken seriously. At Alder Moor Farm Primary School we actively encourage the reporting of bullying because we believe that only when issues are addressed will everyone be able to benefit fully from the opportunities in school.

## **Responding to Bullying**

All cases of alleged bullying should be reported to a senior member of staff or pastoral team, irrespective of where the bullying happened (see Places and Spaces above). In any case of alleged bullying, either the class teacher, a senior member of staff or pastoral team should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s), adult and/or child bystanders.

If the class teacher has investigated and finds bullying to have occurred, this is always reported to senior leaders as an accurate log must be kept.

If the allegation of bullying is upheld, senior leaders 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. [Appropriate sanctions may be in force for the perpetrators \(e.g. loss of social times, Head Teacher's report, loss of prized job/position in school\).](#)

All bullying incidents must be recorded. Parents/carers of both parties will be informed and asked in for a meeting, if appropriate. If the situation does not improve, a senior leader will meet with the parent/carer of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any necessary action should be taken until the bullying has stopped. In serious cases, the school may suspend or exclude the perpetrator(s).

## **Support in cases of bullying**

Some children may feel anxious about returning to school after a bullying event and this is true for both parties (perpetrator(s) and victim(s)). Therefore, all involved will be supported by learning mentors and class teachers to ensure attendance and punctuality does not suffer because of bullying. We are aware that emotions of shame, embarrassment and anger may come because of adults being made aware of bullying which will need supporting. This will involve conversations around:

- How they feel about what has happened and giving the child the space to explore that.
- What are the next steps for them.
- How parents/carers at home might be supportive.
- Trusted adults at school they can turn to.

## **HELP ORGANISATIONS:**

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents' Advice Line (Mon-Tue, 9:30am – 2:30pm) 07496 682785 or email: [parentsupport@kidscape.org.uk](mailto:parentsupport@kidscape.org.uk)

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

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

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk)

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

Childline: [www.childline.org.uk](http://www.childline.org.uk)

Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

DfE: SEND code of practice:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **Cyberbullying**

Childnet: [www.childnet.com](http://www.childnet.com)

Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety)  
<http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

## Appendix

### **Ideas for parents/carers**

- Look out for any unusual or sudden changes in your child. You know them well. It might not be a sign of bullying but stay curious to it.
- Take an active role in your child's education. Ask about their day.
- If you feel as though your child is being bullied, let the school know immediately.

- Ensure you do not tell your child to fight back if the bullying is physical. We know it's distressing to you and your child but report it to us and we will take action.
- Reassure your child that they've done nothing wrong. They may feel shame or embarrassment before, during or after reporting bullying. Lots of support will be needed here.
- Know our policy well.