



Anti-bullying policy 2026

INTRODUCTION

Our aim is to provide an emotionally and physical safe learning environment for all members of the school community (pupils, staff, families and visitors)

AIMS

The aim of this policy is to ensure that all pupils, parents, staff and visitors are aware of their role and responsibilities around making sure Seven Stars Primary School and Nursery is a place where children and adults feel emotionally and physically safe

DEFINITION OF BULLYING

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim.

It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation.

It can take a number of forms – both physical and non-physical, either in combination or in isolation.

The Department of Education defines bullying as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.”

PRINCIPLES

- Pupils (and adults including staff and visitors) have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The well-being of all children and members of the community are paramount
- Pupils' needs (whether bully or targeted pupil) need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative way to achieve the necessary change (investigate, involve whoever needs to be involved, find a solution so that it does not happen again)
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be worked with to accept responsibility and change their behaviour.
- Staff will be supported to ensure the situation is dealt with effectively by Senior Managers
- Parents will be involved through parent meetings and active participation in partnership with the school to resolve concerns involving their child.

FORMS OF BULLYING

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others. Below are examples of typical bullying behaviours:

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<p style="text-align: center;">PHYSICAL BULLYING</p> <p>e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging / intruding upon it or intimidating physically (e.g. 'squaring up')</p> <p>- extortion / threatening demands for money or other items</p> <p>- writing or drawing offensive notes / graffiti about another</p>	<p style="text-align: center;">VERBAL BULLYING</p> <p>e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs</p> <p>- ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion;</p> <p>- humiliating another publicly</p> <p>- spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm</p>
<p style="text-align: center;">EMOTIONAL BULLYING</p> <p>e.g. excluding/shunning others from group activity/social setting or play;</p> <p>- belittling another's abilities or achievements;</p> <p>- menacing looks/stares;</p> <p>- rude signs or gestures</p>	<p style="text-align: center;">CYBER BULLYING</p> <p>e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity</p> <p>- misuse of mobile phones by text messaging /calls or images – again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity</p> <p>- unauthorised publication or manipulation of private information; impersonation</p>

Prevention

At Seven Stars Primary School and Nursery we adopt a number of practices and strategies to prevent bullying in any form taking place in school. These include, amongst many other things,:

- Annual visit by Rock Kidz at the start of the year to emphasise an anti-bullying message
- Establishment of a Pupil Parliament of pupils to represent pupils to Senior Leaders and highlight pupil voice to tackle issues such as bullying (and as a point of contact for any pupil being bullied) and set a good example to others
- Establish Playground Leaders of older pupils (Year 6) who are available to engage all pupils in playtime activities but also be a buddy and point of contact for those pupils feeling unsafe or being bullied
- Participation in Anti-bullying Week (including 'Odd Socks Days') to re-emphasise key messages and strategies
- Promotion of core values and approaches (see below)
- 'My Happy Mind' mental health and resilience weekly sessions
- PSHE citizenship curriculum activities that support anti-bullying strategies and discussions
- Promoting an inclusive school where children of all abilities, needs, backgrounds, faiths, cultural diversity and all other characteristics are positively celebrated
- Safer internet work as part of the Computing curriculum and participation in the Safer Internet Days & Week

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ACTION PLAN AND STRATEGIES TO PREVENT OR REDUCE BULLYING

Seven Stars Primary School and Nursery will maintain the following strategies to reduce bullying behaviour:

Ensure that everyone follows the school's three core values (**Resilience, Courage and Kindness**) and three life-long approaches (**be ready, be respectful and be safe**)

Value	How it supports anti-bullying
<i>Resilience</i>	<p>Resilience, according to Robson-Kelly (2021), is the ability to understand and overcome stressful situations. It does not mean that you do not feel stress, worry and fear but that you are confident in your own ability and strength to overcome difficult situations and seek help when you need it.</p> <p>Resilience is important, as it can help prepare you for potentially difficult future situations such as moving to a new school, dealing with friendship conflicts or experiencing bullying behaviour.</p> <p>One clear link between resilience and bullying behaviour is that experiencing bullying behaviour can leave you feeling upset, uncomfortable and unsafe.</p> <p>This may then lead to feelings of worry and stress. Building resilience can help with this as the higher your resilience, the less bullying behaviour will impact you and your mental health (Hinduja, 2015). As a result, building resilience can encourage confidence, positively impact your mental health, and equip you with the tools, to deal with bullying behaviour more effectively.</p> <p>Additionally, having high levels of resilience makes you less likely to react to a situation negatively (Gordon, 2019). High resilience levels will also allow you to make the right and safest choices when faced with bullying behaviour.</p> <p>For further information see: https://www.antibullyingpro.com/support-and-advice-articles/building-resilience</p>
<i>Courage</i>	<p>Courage is an important value when tackling bullying in school and is useful in many ways including:</p> <p><u>The "Upstander" Approach</u>: We encourage pupils to intervene by interrupting the bullying (e.g., creating a distraction), supporting the targeted pupil, or reporting the incident to an adult.</p> <p><u>Safety First</u>: Courageous acts should prioritize safety, such as walking with friends, avoiding isolated areas, or telling a teacher.</p> <p><u>Building Confidence</u>: Students can develop resilience by focusing on their strengths, participating in activities they enjoy, and surrounding themselves with positive friends.</p> <p><u>Changing the Narrative</u>: Teach that true bravery is being kind and standing up for others, even when it is difficult.</p> <p><u>Handling Online Bullying</u>: Encourage students to block, report, and not engage with online bullies</p>
<i>Kindness</i>	<p>Kindness is crucial 'super-power' when tackling bullying:</p> <p>When children and young people are taught to be kind to one another, they are less likely to engage in bullying behaviour.</p> <p>When kindness is modelled by teachers, mental health leads, head teachers, and all adults, it sets the tone for the environment and creates a culture of kindness and respect.</p> <p>When we promote kindness and empathy among pupils, we create a positive school climate where everyone feels supported and included.</p> <p>Kindness is a positive psychology intervention and is an evidence-based approach to developing wellbeing. It helps to promote positive mental health in school for all age groups and members of the community.</p> <p>For further information visit: https://www.worthit.org.uk/blog/mental-health-bullying</p>

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Approach	How it supports anti-bullying
<i>Be Ready</i>	<p>Being ready for school and ready to learn helps us because it means we have adequate sleep so we are less grumpy (and we have not spent the night on social media which can create social tension in our relationships that spill into school)</p> <p>Being ready means having the right attitude in school and sets a positive environment for kindness and respect to flourish in where bullying is less likely to take place.</p> <p>Being ready means we are setting a good example to others for others to follow.</p>
<i>Be Respectful</i>	<p>Respect is a positive way of treating people, where we show that we care how our words and actions may impact others.</p> <p>Respect means accepting others for who they are, even though they may have differences from us.</p> <p>Respect can look like:</p> <ul style="list-style-type: none"> • Helping others when they need it • Showing interest in people and what they have to say • Saying kind things to others • Being inclusive • Treating others how we'd like to be treated <p>Our behaviour can have a real impact on how others feel, and we teach our pupils that showing respect can really make someone's day. For further information see:</p> <p>https://compass-uk.org/services/compass-changing-lives/online-resources/bullying-and-respect/</p>
<i>Be Safe</i>	<p>We teach our children how to keep themselves safe both in school, out of school and on-line</p> <p>Key Safety Measures that enable our children to stay safe when dealing with bullying or facing potential bullying:</p> <p>Tell Someone: Speak up to a teacher, pupil ambassador such as Playground leader or Pupil Parliament member, or parent immediately; bullying is wrong and support is available.</p> <p>Document Everything: Keep a record of, save texts, and take screenshots of cyberbullying.</p> <p>Stay Secure: Avoid isolating yourself; walk with friends and keep valuable items at home.</p> <p>Utilize School Policies: Ask for the school's antibullying policy and report incidents to the designated safeguarding lead (see names on corridor posters) or anyone you feel safe to talk to</p> <p>Digital Safety: Block bullies online, report messages on social media, and use privacy settings.</p> <p>Use Assertive Scripts: Practice firm, simple, and direct responses like "I don't like that, stop" (including the use of Makaton to emphasise your point)</p> <p>If you are worried about being bullied at school, these few tips can help you stay safe:</p> <ul style="list-style-type: none"> • If you are worried, stay close to friends and in areas where there are lots of people around. • If someone bullies you, don't fight back - you might make the situation worse for yourself. • Tell someone you trust, like a friend, teacher or parent. • Try not to show your emotions like being upset or angry - this is sometimes just what the bully wants. • Label your clothes, bag, pencil case and other belongings that you think may be stolen from you to prove that they are yours. • Don't walk alone - ask a teacher or friend to walk with you. • If someone is waiting for you outside of school, ask a teacher or another pupil to walk with you so that you are not alone. • There is no shame in asking for support - bullying is wrong and people will want to help you.

PROCEDURES FOR DEALING WITH BULLYING INCIDENTS

1. Children (those being bullied or any child who sees bullying) should report bullying incidents to available staff or someone who they can trust
2. The incident / bullying will be investigated by an appropriate member of staff which could be the class teacher, teaching assistant, pastoral support or Senior Leader in the school
 - The investigation is likely to involve talking to the child (in a reassuring way), to any witnesses (including adults) and to the person who has been suspected of bullying
3. Any incident of bullying or suspected bullying will be recorded on CPOMs (so that all Senior Leaders are able to ensure something is being done about it and monitor the situation)
4. Parents (of the victim and perpetrator) will be informed of any incidents of bullying and of what we are doing as a school to address the situation – this will either be by phone or via Class Dojo messages if we are not able to phone (or it may be face to face if parents are picking up at the end of the day and staff are available)
5. Sometimes children do not say anything in school (even though they are encouraged to do so) but might say something at home.
 - Parents should get in touch with their child's class teacher via Class Dojo in the first instance raising the concern
 - Parents should be aware that children will always tell their version of events from their perspective so we as a school need to have the opportunity to investigate thoroughly
6. Appropriate feedback will be given to the parent once investigations have been completed and parents will be told what is being done about the situation
7. If parents are not happy that the situation is being dealt with appropriately they should put this in writing to the Head teacher who will investigate further and if parents are still not happy about this they should then follow the School Complaints Policy which is on the school website
8. The school accepts that any child could display bullying behaviour and as a school we must help those doing so to change their behaviour.
9. If necessary and appropriate, external agencies will be consulted to provide further support

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EXPECTATIONS

Staff should:

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if another pupil is being bullied – TELL SOMEONE)
- Follow the school's code of conduct.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

Parents should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the class teacher via Class Dojo or phone call if there are any concerns
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

USEFUL WEBSITES & TELEPHONE NUMBERS

www.thinkuknow.org

Childline **0800 1111**

NSPCC (FullStop) campaign **0808 800 5000**

This policy has been developed consistent with guidance from the Local Authority and DfE

Specific articles of the legislation referring to the welfare and protection of pupils include the following:

Article 17 – Duty to Safeguard and Promote the Welfare of Pupils

Article 18 – Child Protection Matters

Article 19 – School Discipline: Measures to Prevent Bullying

'Pastoral Care in Schools: Promoting Positive Behaviour' (2001)

'Pastoral Care in Schools: Child Protection' (1999)

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