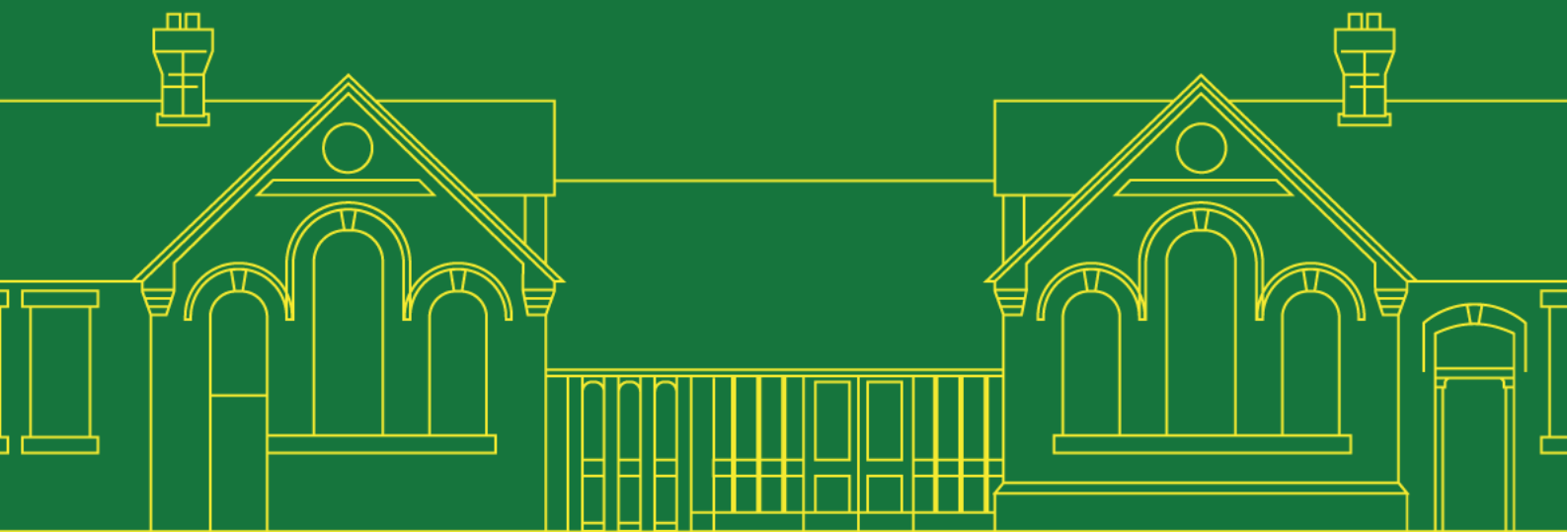




Anti-Bullying Policy

2026-2027

September 2026 – Review September 2027



**STOUR VALE
ACADEMY
TRUST**

Our Values

At Queen Victoria Primary School, we care deeply for the children of Sedgley; we believe every child is worthy and capable of success and happiness and this shows in every interaction. We create the conditions for children to grow into individuals who care about themselves, each other and the world they live in. We strive to make a positive difference by basing everything we do on our CARE principles:

Children are at the heart of everything we do – every day, in every decision, and every action, children's best interests and needs are put first. We have a team of compassionate staff who will move heaven and earth to ensure children get what they need to succeed.

Aspiration – We are full of hope, ambition, and the highest expectations for all children to have bright futures. Therefore, we are ambitious in the curriculum we offer and the standards we expect of ourselves.

Responsible – One of our key purposes is to help our children develop into respectful and responsible citizens who make positive contributions to life in Sedgley and beyond.

Excellence – We are relentless in our pursuit of providing excellence in education, with a balanced approach to academic achievement and personal development.

Definition

'Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'

(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2017, Department for Education).

This policy refers to all forms of bullying, which includes bullying relating to race, religion and culture, gender, sexuality, bullying related to special educational needs and disabilities, sexualised bullying, and the use of cyber technology to bully.

Aims

- To create an ethos in which is a positive and safe for all members of our school community
- To promote greater understanding of the term 'bullying'
- To communicate that bullying is unacceptable at Queen Victoria Primary and be proactive in deterring bullying behaviours.
- To encourage pupils to report incidents of bullying, including cyber bullying
- To deal with bullying incidents promptly and effectively
- To support and protect victims of bullying
- To support children displaying bullying behaviours, so that they change their attitude and develop an improved understanding of the damaging effect of bullying

Statement of Intent

At Queen Victoria Primary School, we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a safe and secure atmosphere.

We believe bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell someone, and know that incidents will be dealt with promptly and effectively. We are a '*TELLING*' school. This means that **anyone** who knows that bullying is happening is encouraged and expected to let someone know, to ensure the bullying will stop. Bullying behaviour against child or adult will not be tolerated.

What is Bullying?

Bullying is intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying is not a one-off incident.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	humiliation, being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures etc)
Physical	pushing, kicking, hitting, punching or any use of violence
Prejudice-based and discriminatory , including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	name-calling, sarcasm, ridicule, spreading rumours and persistent teasing
Cyber -bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites. Mobile phone threats by text messaging and calls, distributing photos, etc. Misuse of associated technology i.e. camera, phone and video facilities

What effect bullying may have on a child?

To a child bullying is:

- Isolating
- Deliberately hurtful
- Repeated
- Difficult to counteract by the victim
- Different from random acts
- Characterised by an 'imbalance of power' e.g. a more powerful person or persons intentionally hurting a less powerful person or persons

We understand that bullying behaviour can also take place in the wider community; and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that online bullying in particular can mean that a child or young person can experience bullying throughout their day; and when they are at home. Our Computing

curriculum contains planned units that explore Online Safety. Online bullying behaviour is treated like any other form of bullying; this includes an investigation, possible sanction and logging of incidents. We will respond to bullying behaviour reported outside of school. It is the responsibility of parents/carers to report these incidents to the school.

Bullying hurts. No one deserves to be a victim of bullying: everybody has the right to be treated with respect.

Safeguarding

At Queen Victoria Primary School, we are committed to safeguarding and promoting the welfare of pupils. We 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'.

Bullying can be a safeguarding concern and must be considered alongside the school's Safeguarding and Child Protection Policy. All staff have a responsibility to act on concerns about bullying and to consider whether a child may be experiencing, or be at risk of, harm. Concerns must be reported to the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures.

Bullying may form part of a wider pattern of child-on-child abuse, discriminatory behaviour, online harm, sexual harassment, violence or other safeguarding concerns. Staff should not attempt to determine whether a safeguarding threshold has been met before reporting a concern to the DSL.

All concerns, actions and decisions should be recorded appropriately in accordance with the school's safeguarding and recording procedures.

Bullies and Victims

The perpetrators of bullying need to learn different ways of behaving and as a school we teach them strategies and ways of changing their behaviour to be more appropriate and kinder.

A child who demonstrates 'bullying behaviours' is not necessarily a 'bad' person. However, the behaviours that they exhibit are not acceptable and not condoned. This understanding is fundamental to this policy.

Children who demonstrate bullying behaviours often lack interpersonal skills. They can be very charismatic, but also manipulative.

Bullying and child-on-child abuse

Bullying may form part of a wider pattern of child-on-child abuse. The school recognises that children can experience multiple forms of harm and that bullying may occur alongside physical abuse, sexual harassment, sexual violence, discriminatory abuse, coercive behaviour, intimidation or online abuse. Where behaviour raises safeguarding concerns, it will be managed in accordance with the Safeguarding and Child Protection Policy and relevant safeguarding procedures, rather than solely through the behaviour or anti-bullying process.

A bully is often, but not always, a person who:

- is uncaring and lacking in empathy
- can often be aggressive, easily resorting to violence
- is poor in communication and co-operative skills
- is insecure, possibly due to problems at home or at school
- feels the need to gain control or power
- will lie and be deceitful
- needs to impress and gain attention
- has a poor sense of responsibility
- can be manipulative

A victim is often, but not always, a person who:

- is timid and non-assertive
- is introverted and shy
- has lower self-esteem
- is physically weak
- has a difference that is easily recognisable
- has difficulty dealing with conflict at any level and is 'easily led'

Reasons why children bully

A child may display 'bullying' behaviour if:

- they feel that they do not fit in
- they need to be seen as tough
- they think that it is okay to hurt others
- they feel the need to hurt someone
- they are influenced by repeated behaviour demonstrated to them outside of school, e.g. media influences, modelled behaviour by older siblings, children and other people who they live with, television and computer games
- not liking themselves or jealous of another person

- they have low self-esteem
- they are being bullied themselves

Why is it important to respond to bullying?

- bullying causes physical and emotional hurt
- no one deserves to be a victim of bullying
- bullying has the potential to damage the mental health of a victim
- everybody has the right to be treated with respect
- pupils who are bullying need to learn different ways of behaving

Signs, Symptoms and Advice

A child may indicate, by signs or behaviour, that they are being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- does not want to go on the bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- school work deteriorates
- comes home with clothes torn or books damaged
- has possessions which are damaged or 'go missing'
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually 'lost'
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong with them
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- becoming short tempered

- a change in attitude to people at home

These signs and behaviours can be an indication of other problems, but bullying should be considered as a possibility, and should be investigated and reported to school when possible.

Reporting Incidents of Bullying

Reporting Incidents of Bullying (Parent/Carers)

Please report a suspected bullying incident to school either:

- In person: you can speak to staff on the gate at either end of the day, to your child's class teacher at the end of the day or come to the school's main office at any point throughout the school day
 - By phone: please ask for a member of the Senior Leadership Team
 - By email: please use the info@queen-vic.dudley.sch.uk email address.

Reporting Incidents of Bullying (child)

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a parent or adult at home
- Tell your class teacher
- Tell any member of staff, whom you feel you can trust.
- Tell a friend.
- Tell your School Leadership Team representative or Attendance Ambassador

Investigating Allegations of Bullying

When parents/carers have raised a concern about a potential bullying issue a member of the Senior Leadership Team will speak with them to discuss the concern. If appropriate, the alleged victim will be involved in the conversation.

An investigation will then take place involving:

- gaining information by separately speaking to the victim, the alleged perpetrator and any witnesses
- speaking to members of staff involved with the victim and alleged perpetrator, to gain further information
- parent/carers of the victim and alleged perpetrator may also be further spoken to regarding the incident or their general concerns
- keeping the Headteacher informed of the ongoing investigation

Following the investigation:

- the parent of the victim will be informed of the outcome of the investigation – this will be done via a face to face meeting or a phone call
- the parent of the alleged perpetrator will be informed of the outcome of the investigation – this will be done via a face to face meeting or a phone call
- the Headteacher will be informed of the outcome of the investigation
- support and Intervention will be offered to help the victim, and the perpetrator (bully) in changing their behaviour.
- staff will monitor the situation between the victim and the perpetrator to ensure no further incidents arise
- if necessary and appropriate, external agencies will be consulted
- all information regarding bullying incident will be recorded on CPOMS

Parents should not:

- attempt to sort the problem out themselves by speaking to the child whom they think may be the bully, or by speaking to their parents
- encourage their child to retaliate
- use social media to seek explanation or to discuss concerns with others

These will only make the problem much harder to solve.

Definition

Our Approach to Bullying

At Queen Victoria Primary School, behaviour is the responsibility of everyone; by communicating and working together, we can stamp out possible bullying of any form.

We believe that everyone must take responsibility for promoting our anti-bullying approach, by:

- telling someone
- supporting each other
- being an 'upstander' by standing up against bullying
- being a positive role model

Staff will:

- respond promptly to bullying incidents
- report incidents of suspected bullying to the Senior Leadership Team
- be the key adult academically and pastorally for the children they teach
- have the closest knowledge of the children in their care
- build relationships involving mutual support, trust and respect with children in their care
- Support the children's sense of well-being
- Provide children with a framework of behaviour through the following of the school behaviour policy
- model safe, caring and respectful behaviours to all children
- Raise awareness of bullying, including cyber bullying, through the curriculum, circle time opportunities and assemblies
- Be available to speak to parents on a daily basis

Governors will:

- Regularly monitor incident reports of bullying and actions taken
- Remain updated of Anti Bullying information
- Review this policy annually
- The safeguarding governor will review logs periodically

Outcomes

- All known/reported incidents of bullying will be investigated by a senior member of staff at the earliest possible time.
- The perpetrator (bully) will, after they have reflected and accepted their behaviour, attempt to right their wrong.
- In cases which have been found to be of a bullying nature, a sanction will be issued; dependent on the severity this can result in the removal from playtimes, suspension or in very serious cases, this may result in a permanent exclusion.
- In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. The Police, Educational Psychologist or an Early Help referral may be suggested.
- When possible the pupils will be reconciled, and both offered support.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Incidents of Bullying are recorded.

At Queen Victoria Primary School, we believe that sanctions alone are not always enough to bring about meaningful change in behaviour. While bullying behaviours are never tolerated, we aim to balance firm consequences with opportunities for pupils to learn, reflect and repair harm. This may include:

- Restorative conversations – where a trusted adult supports the child to understand the impact of the behaviour.
- Reparation activities – for example, a apology letter or taking on a helpful role in school, reinforcing the value of making amends.
- Education and reflection – for example, targeted PSHE sessions or involvement in social skills groups or mentoring.

Prevention

At Queen Victoria Primary School, we work hard to equip children with strategies to prevent or deal with bullying. We do this in a variety of ways:

Curriculum: Each year group is educated about bullying and positive relationships, through the 'Celebrating Difference' strand of our PSHE curriculum.

Online Bullying is also a strand than runs across each year group as part of our Computing curriculum. This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Anti-Bullying Events: Across the year when possible or necessary, we hold assemblies to heighten the children's awareness of bullying and what to do about it.

We also have visiting theatre companies in school, whose performances and associated workshops, allow children to explore the issues related to bullying.

We support Anti-Bullying week, by providing a variety of events to highlight the importance of dealing with bullying in the correct way.

Attendance

Evidence suggests **34.9 %** of children aged 10–15 experienced *in-person* bullying in the past year; **19.1 %** experienced *online* bullying (ONS / Crime Survey for England & Wales, year ending March 2023). Experiences of bullying have been linked to school absence. This research shows that the proportion of pupils who were absent from school due to anxiety or mental health problems was higher amongst pupils who had been bullied (32% compared to 16% of pupils who had not been bullied).

As a school, we monitor absence on a daily basis and regularly analyse absence data, scrutinising reasons for absence through communication with parent/carers. If there is a concern shared regarding bullying, it is investigated and acted upon by a member of the School Leadership Team, in line with this policy. If the school suspects that bullying may be a reason of an absence, an investigation will be sensitively carried out to ensure that bullying is not the cause, again if found that bullying is the reason for the absence then it will be acted upon, in line with this policy.

Implementing the Policy and Professional Development

- This policy is reviewed each academic year with regard to its implementation and effectiveness, in line with our Behaviour Policy to ensure coherence and clarity.
- Staff training includes resetting routines and relationships at the beginning of each academic year. This includes sharing this policy.

Monitoring, Evaluation and Review

- This policy is monitored by the Headteacher
- Governors are reported to, regarding the effectiveness of the policy

Overall responsibility lies with the Headteacher; however, other key people to contact regarding alleged cases of bullying are members of the Senior Leadership team.

Key person to contact regarding alleged incidents of bullying are:

Mr M Priest, Headteacher

These named persons take responsibility to ensure practices are adhered to within school, and annually monitor and review of the policy and behaviour systems within school.

Conclusion

We hope that all children, parents/carers, staff and governors will:

- feel that our school is a safe and respectful environment, where children can learn and build positive relationships
- feel secure and supported enough to report any incidents of suspected bullying
- know that we are all 'upstanders' who can tell someone within school, who will sensitively and respectfully listen and take the right action

HELPFUL ORGANISATIONS:

- **Childline** – 0800 1111 – www.childline.org.uk
- **NSPCC Helpline** – 0808 800 5000 – www.nspcc.org.uk
- **The Diana Award – Anti-Bullying Programme** – www.diana-award.org.uk
- **Anti-Bullying Alliance** – www.anti-bullyingalliance.org.uk
- **YoungMinds (mental health support for children and families)** – Parents' Helpline 0808 802 5544 – www.youngminds.org.uk
- **Bullying UK (part of Family Lives)** – Helpline 0808 800 2222 – www.bullying.co.uk
- **Thinkuknow (CEOP education programme for online safety)** – www.thinkuknow.co.uk
- **Dudley Safe & Sound** – local advice and reporting hub – www.dudleysafeandsound.org

GDPR – Personal Data

This policy adheres to the principles under data protection law. Records of bullying incidents are kept securely on CPOMS, only accessible to relevant staff, and retained in line with the school's data retention policy. For further information please review the school's data protection policy published on the school's website.