Talbot Primary School

Anti-Bullying Policy

2026-27

Prepared By	Pupil Engagement and Welfare Officer
Reviewed by LGB	October 2026
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Anti-Bullying Policy

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviour escalating.' (Preventing and Tackling Bullying - DfE, 2017). At Talbot we recognise that there is no "hierarchy" of bullying – all forms of bullying are taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

We understand that all children have disagreements with each other and friends fall out for a time. Bullying is incidents which are occurring on a daily basis which may be physically or emotionally harming a child. There are seven main types of bullying which can be identified:

- Verbal; name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying.
- Physical: hitting, kicking, taking or hiding belongings
- Emotional: being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
- Damage: to belongings or theft of belongings.
- Cyber email and internet chat-room misuse: mobile phone threats by text, calls, and social websites.
- Homophobic name calling or use of language focusing on the issue of sexuality
- Racist taunts and gestures – this may include faith abuse.

REPORTING INCIDENTS OF BULLYING

Bullying can be reported to any member of staff. Allegations made by a pupil to a member of staff must be logged on Integris but reported to the Anti Bullying Champion (Mr C Brown) or the Safeguarding lead (Mr C Brown). Following allegation(s) of Bullying an investigation will be undertaken into the allegations made. In all cases of Bullying the Behaviour Sanctions will be followed by the Senior Management Team in line with the Behaviour Policy.

WHY IS IT IMPORTANT TO RESPOND TO BULLYING?

The Anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils and parents. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. We believe learning cannot occur effectively if someone is feeling under any kind of threat from an individual or a group. We believe we have a responsibility to respond promptly and effectively to issues of bullying. Therefore, all children and adults are active in reporting and minimising bullying behaviour.

AIMS

- To create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.
- To extend that culture beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school.
- To create an atmosphere of security and respect where staff are always available to share a voiced or observed concern.
- To ensure that pupils, staff and parents have a clear understanding of how our actions affect others and permeates the whole school environment.
- To assure pupils, parents, staff and governors that as a school bullying is not tolerated and that they are aware of the procedures to follow if they believe someone is being bullied.
- To openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- To use specific organisations or resources to support anti bullying.

HOW DO WE IDENTIFY BULLYING?

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Changes from usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn, anxious or lacking in confidence.
- Starts stammering.
- Cries them-self to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in school work.
- Has possessions which are damaged or “go missing”
- Asks for money and starts stealing money (to pay bully)
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating
- Is frightened to say what is wrong.
- 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. All adults should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

Children who have been bullied will be supported:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- providing reassurance that the bullying will be addressed
- offering continuous support
- restoring self-esteem and confidence
- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern (Keeping Children Safe in Education).
- If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Incidents of Bullying will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents to help change the attitude of the pupil
- with the consequences of bullying, reflect the seriousness of the incident so that others see that bullying is unacceptable
- the use of specialist interventions and/or referrals to other agencies where appropriate.

BULLYING WHICH OCCURS OUTSIDE SCHOOL PREMISES

Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone. Consideration will be given as to whether it is appropriate to notify the police or refer the family to external support agencies. The school has the power to discipline pupils for misbehaving outside the school premises.

CYBER-BULLYING

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience. An electronic device, such as a mobile phone, can be seized by a member of staff to examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone. If the images are indecent the phone maybe seized and presented to the police.

OUTCOMES

1. All known/reported incidences of bullying will be investigated by the class teacher and/ or by a senior member of staff
2. Parents of the victim may also be questioned about the incident or about their general concerns.
3. In some cases, outside agencies may be requested to support the school or family in dealing with bulling e.g. police, counsellor etc.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. REPORTING AND RECORDING of bullying will be logged by the adult who observes them. This includes support staff and lunch time supervisors. They must be signed and dated and then reported by a member of staff on to My Concern.

PROCEDURE FOR PREVENTING BULLYING:

The Governors will:

- Liaise with the Headteacher to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

The School Leadership Team/ Pupil Engagement and Welfare Officer (Anti-Bullying Champion) will:

1. Keep a record of all incidents of bullying or alleged reported by teachers and other staff within the school.
2. Work with groups or individuals to resolve situations and help children to modify their behaviour.
3. Inform parents if situations cannot be resolved or if a child is involved in many incidents over time.
4. Take further action such as informing the police and school governors.

Teachers will:

1. Observe patterns or changes in behaviour at play times or when children are working in groups.
2. Be ready to listen to the child or parent/ carer if they approach them with a concern or problem.
3. If unkind behaviour is repetitive and deliberate staff must complete a report on My Concern and discuss the problem with their year leader and/ or member of the School Leadership Team/ Anti Bullying Champion.
4. The behaviour or threats of bullying must be investigated and the bullying stopped quickly. Parents will be informed and included in efforts to provide a positive outcome.

Talbot Primary School Anti Bullying Action Plan 2026-27

Action	Plan of action:
Anti-Bullying policy	• Review policies and procedures at TP (September 26)
Anti-Bullying week	• To highlight Anti Bullying to children, odd sock day.
Increase opportunities on the playground at lunchtimes	• Whole school development. More opportunities on the playground for pupils to participate in sports and physical activities to support in building positive relationships with pupils. • School councilors to discuss.
AFCB workshops to increase awareness of bu and the effect it can have on pupils.	• AFCB workshops across different year groups throughout academic year. • CSE training for pupils in years 4 and 5.
Transition weeks (September 2026)	• Children to build positive relationships with their peers and teachers during transition week.