



Jacksdale Primary School & Nursery

ANTI-BULLYING POLICY

Reviewed: September 2025

Next review due: September 2026

Introduction

At Jacksdale Primary & Nursery School we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school, treating one another and the school staff and community with respect because they know that is the right way to behave. We do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Jacksdale Primary & Nursery School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2025) and was formulated in consultation with the whole school community with input from:

(Include all those consulted and how) for example-

- Members of staff (through staff meetings, consultations and policy reviews)
- Parents/carers (through verbal discussions and feedback from previous academic year)
- Pupils (through the school council, circle time in class, anti-bullying surveys and audits (NSPCC and Anti-Bullying Alliance (twice per year)
- Governors (through governor meetings and link governor reviews)
- Other partners – Tackling Emerging Threats to Children (NCC), Anti-Bullying Co-ordinator (NCC), Safeguarding training

This policy is available:

- Online at www.jacksdaleprimary.co.uk
- From the school office
- At staff induction as part of the safer recruitment process

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher Julie Brockerton has overall responsibility for Anti-Bullying at our school. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator Heather Davies is responsible for:

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)

- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour
- Liaising with parents / carers if concerns are identified or raised

The Designated Safeguarding Lead (DSL) and their Deputy in our school are: Julie Brockerton, Leon Barber and Emma Blacknell. Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with responsibility for Anti-Bullying and Behaviour is Cheryl Richardson.

What is bullying and how does it differ to relational conflict?

At Jacksdale Primary & Nursery School we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

We use the description of ‘STOP’ – ‘Several Times On Purpose’ with the pupils, dependent on age

We recognise that bullying can take many forms and can affect any child. It 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). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the pupils to resolve any negative feelings. In line with our behaviour policy, this is approached through restorative conversations, ensuring that all pupils have a voice in a managed and safe environment, overseen by an adult. This may be any member of staff: senior leader, midday supervisor, support staff, teacher. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator (instigator), any bystanders, and the wider school community).

What does bullying behaviour look like?

At Jacksdale Primary & Nursery School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- **Emotional** – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online / Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- **Indirect** – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

At Jacksdale Primary & Nursery School we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

Should bullying take place outside of school e.g. in the local community, we urge parents not to use social media to address this, but to speak to school staff on the next available school day.

How to report bullying concerns

At Jacksdale Primary & Nursery School we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The behaviour leader (Heather Davies) and Head Teacher (Julie Brockerton) will be alerted via the CPOMS systems. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk. If concerns are identified then all staff will be informed in the weekly staff briefing to monitor, respond and report any concerning observed interactions, including what would ordinarily be deemed 'low level' interactions.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Staff will do daily check-ins with children about their perception of playtime and lunchtimes, on return to the classroom following these times. If necessary, then specific check-ins will take place with identified pupils – this may be in an agreed form of verbal / non-verbal or written charts.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been involved in relational conflict, the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher – either in person, via telephone call or email to office@jacksdale.notts.sch.uk to explain their concerns. If a situation takes place outside school hours, then school staff will address this during school hours. Contact will not be made on an evening or weekend / holiday. Parents may consider phoning to report an incident to police if it is deemed to be a high level incident which needs to be addressed immediately. The class teacher is the staff member best placed to talk with the pupil and who has the best knowledge of the pupil and how they are presenting through body language / conversation and general presentation daily. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's recording system CPOMs and other relevant members of staff will be alerted. The member of staff will directly alert the school's Behaviour Leader if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online. We understand that raising concerns about pupils who are subject to relational conflict or bullying is emotive, In line with our parent code of conduct we also expect parents to communicate in an appropriate manner with school staff to resolve any issues arising. As a school, we are committed to identifying and addressing any instances of relational conflict or bullying in any form.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates. We are only able to inform parents / carers of actions in relation to children for whom they hold PR (Parental Responsibility).

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are

the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told. This is in line with our whole school safeguarding policy – reporting low level concerns.

We ask that staff report their concerns to the behaviour Leader and / or Head Teacher / Designated Safeguarding Lead. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the on the school's recording system CPOMs and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

If a visitor to our school has any concerns about relational conflict, or bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record on the school's recording system CPOMs and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

At Jacksdale Primary & Nursery School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMs). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns. These records are also reported to the governing body at termly Full Governor Meetings via the Head Teacher's Report. The link governor for behaviour and anti-bullying also undertakes regular monitoring to ensure that policies and procedures are being adhered to.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target (victim) , the alleged perpetrator (instigator), and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable. These sanctions may not be shared with the parent / carer of the target given due regard to GDPR regulations.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate: this may include, but is not limited to: SBAP (School Behaviour and Attendance Partnership); Nottinghamshire County Council Anti-Bullying Co-ordinator; Nottinghamshire County Council Tackling emerging Threats to Children; Safeguarding agencies, including social workers / family support workers; police support officers
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school

community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates. We will not be able to identify specific actions / sanctions which have been put into place, but these will be in line with our behaviour policy.

- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH
- Refer to the Nottinghamshire County Council ‘Pathways to Provision’ document and complete an EHAF if appropriate

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school’s complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying

At Jacksdale Primary & Nursery School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Teaching the correct language to describe behaviours in relation to identifying the difference between bullying and fallouts (relational conflict)
- Young Leaders – peer-mentoring schemes
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust RSHE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Drop down days / themed days to promote equality and tackle prejudice
- Fortnightly celebration events
- Weekly assemblies linked to expectations promoting positive relationships and responsibilities and awareness of difference / embracing difference.
- Opportunities for pupils to share their voice and opinions – through pupil voice surveys (online forms used to collate data effectively)
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Positive Play / ELSA support
- Specific initiatives for identified individuals or groups e.g. NSPCC PANTS learning, DART (previously known as DARE)
- Parent area on the school website
- Parent events
- Regular staff training and development for all staff (including lunchtime supervisors and staff who may support our breakfast club)
- Regularly reviewing and monitoring incidents and regularity of occurrence between peers
- All staff model expected behaviour

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	How it may link
Child-on-child Abuse Policy (Previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities and Equal Opportunities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date to be submitted and approved by the Governing Body: 16.10.2025

Date to be reviewed: October 2026