Alfriston School

Anti-Bullying Policy

Approved by Governing Board: Nov 2026

WE DEFINE BULLYING AS:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online.

Anti-Bullying Alliance definition of bullying

We are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. If bullying does occur, everybody has the responsibility to report it and the right to expect that incidents will be dealt with promptly and effectively.

OUR VISION – CURRICULUM INTENT

We have high aspirations for all of our children to be safe, happy, confident, responsible and knowledgeable individuals who can learn at their best. We delight in equipping all children to achieve personal success, make meaningful connections and develop a lifelong love of learning. Every child feels valued and cared for – they have a sense of belonging and are proud of their achievements.
Our curriculum not only uses our beautiful location to enrich the learning of our children but is also outward looking so that they are respectful global citizens.

'Fair, Friendly, Fulfilling & Fun!'

ALFRISTON SCHOOL



Life Value: **Collaborative Bee**

Our curriculum and wider school community provide opportunities for us to work together and learn from each other in a supportive environment.
We model effective communication and teach coaching skills to enable children to recognise their own needs and those of others.



Life Value: **Curious Meerkat**

Our curriculum is designed to enable children to become critical thinkers and develop a thirst for new experiences.
We encourage children to develop their questioning skills in order to build on prior learning and deepen their knowledge.



Life Value: **Independent Cat**

Through our curriculum, we provide opportunities for all children to be independent learners with high aspirations. Pupils of all abilities and social backgrounds are given the opportunity to achieve. Every child is recognised as a unique individual.



Life Value: **Creative Spider**

We have a diverse and creative curriculum, providing a wide range of first hand experiences and extra-curricular activities. We celebrate the individuality of all our learners, giving them the confidence to express themselves. We provide a safe and supportive environment in which they can find different ways to deepen their learning.

Kind Hands
Kind Feet
Kind Words
Kind Everything



Life Value: **Determined Tortoise**

Our curriculum provides breadth, depth and challenge. We model the importance of resilience, encouraging children to embrace mistakes as part of learning and development. We motivate each child to believe that they can persevere in order to meet their own potential.

Aims of the Policy:

- To prevent all bullying;
- To encourage everyone at Alfriston Primary School to take responsibility for stopping and preventing ALL bullying;
- To offer victims of bullying comfort and support;
- To create a climate where, with support, the bully, and bullied, can meet to discuss the incident(s) involved;
- To create a climate where it is accepted that, because bullying is wrong, it is 'OK' to tell.
- To encourage and support all bullies to change their behaviour and attitudes towards others.

Forms of bullying (with possible examples):

VERBAL

Name-calling, teasing, rumours, threats, manipulating others.

EMOTIONAL

Leaving people out, ignoring people, following people, making gestures.

PHYSICAL

Hitting, being pushed or pulled about, being attacked, having your possessions thrown around or purposely moved, being forced to hand over money or possessions.

CONTROLLING/COERCIVE

Telling people what they should wear/eat; who they can play with/how they should play; inflexible in accommodating others' ideas. Exerting dominance over their environment.

RACIAL

Deliberately causing offence to someone because of the colour of their skin, their religion, culture or ethnic background.

SEXUALISED

This can be homophobic, bi-phobic, transphobic behaviour (when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality; someone's sexuality being used to degrade someone, single someone out using sexual language, gestures or violence, and victimising someone for their appearance).

ON-LINE / CYBERBULLYING

Inappropriate use of texting, inappropriate emailing, social networking sites and misuse of technology.

Child-on child sexual violence & sexual harassment

Our school has zero-tolerance approach to child-on-child abuse and sexual harassment.

In every aspect of our school culture, sexual violence and sexual harassment is never acceptable and will not be tolerated. Our school makes it clear to all staff the importance of challenging all inappropriate language and behaviour between children.

We use the 'Protocol for Managing Child-on-Child Harmful Sexual Behaviour in Schools' document and toolkit from East Sussex when responding to incidents of child-on-child sexual harassment, sexual violence, or harmful sexual behaviour.

We will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between children and staff; and demonstrate and model manners, courtesy and dignified/respectful relationships.

Examples may include: non-consensual sharing of sexual images and videos, sexualised online bullying, online coercion and threats, unwanted sexual comments (eg. telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names, sexual "jokes" or taunting), sexual behaviour (eg. deliberately brushing against someone, interfering with someone's clothes) and messages on social media, and online sexual exploitation.

All reports of sexual violence and sexual harassment between children will be taken very seriously and reported to the Designated Safeguarding Lead who will deal with the incident.

This will include informing relevant parents/carers, which may be with the support of other agencies, such as Children's Social Care and the police, as required.

It is very important to note that the school will not only support the child/ren who have been harmed but also the child/ren who have caused the harm, as all children must have their needs met, have the chance to change their behaviour and ensure that they are being kept safe.

Please see our Child Protection & Safeguarding Policy and the Keeping Children Safe in Education (KCSIE) document for more details.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. People who bully need to learn different ways of behaving and will also need support as there is possibly an underlying need that needs investigating.

Hurtful behaviour that is not repetitive and intentional, is not bullying, but will still be dealt with. In this instance, each child will be educated / supported so that it does not lead to bullying, and parents/carers may still be contacted.

Signs of bullying:

Bullying can bring about changes in children's behaviour. They may:

- Be unwilling to go to school
- Be frightened of the journey to / from school
- Not want to be in school
- Underachieve in school
- Be unhappy or withdrawn
- Have possessions go 'missing'
- Have nightmares or cry themselves to sleep
- Not want to talk about their problems
- Give excuses to explain any of these things

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Behaviour incidents online or online bullying

We take the use of online bullying very seriously. The same standards of behaviour expected online as apply offline, and everyone should be treated with kindness, respect and dignity.

Unacceptable online behaviour can include:

- Sending threatening or abusive text messages;
- Creating and sharing embarrassing images or videos;
- Trolling – the sending of menacing or upsetting messages on social media or online games;
- Excluding children from online games, activities or friendship groups;
- Shaming someone online;

- Setting up hate sites or groups about another individual or the school;
- Voting for or against someone in an abusive poll;
- Creating fake accounts, hijacking or stealing online identities to embarrass another individual or the school;
- Sending explicit messages, also known as sexting.

Procedures for dealing with reports of bullying incidents (including online incidents):

1. If a child feels that they or someone is being bullied, they report the behaviour to an adult in the school. This adult will report the behaviour to a member of the Safeguarding Team.

2. The adult will investigate what has happened by asking questions and making notes with the children involved. Using the information gathered, the adult will decide if bullying has occurred.
   If bullying hasn't occurred, the adult will still deal with the matter in an appropriate way, following the behaviour policy and parents/carers may still be notified. The Safeguarding Lead will be kept updated.
   If bullying has occurred, the adult will continue to follow the procedures below.

3. The adult will inform the Safeguarding Lead immediately and be involved with further investigations, as necessary. The Safeguarding Lead will record the incident on the school's bullying log. When an incident or allegation of bullying has been confirmed, then the type of bullying will be named and the outcome of the investigation will be shared with all relevant parties (including parents/carers).

4. Where necessary, there will be opportunities for reconciliation. A plan of support will be put in place for the child/ren being bullied and the bully/bullies so that the bullying behaviour stops and no longer happens again.

5. Children will be monitored by staff through raised awareness at staff meetings, closer supervision and regular check-ins.

6. There will be follow up communications/review meetings for the parents/carers and child/ren.

Additional procedures for online bullying

In the event that any pupil, parent/carer or other member of the school community is found to be bullying online, we will:

- Report to the appropriate social media platform anyone who posts offending, libellous or defamatory comments, audio, image or videos.
- Inform and work with parents/carers when we become aware online-bullying has taken place, either by or to their child.
- If appropriate we will act in accordance with our Safeguarding and Child Protection policies and the relevant East Sussex Safeguarding Child Partnership's procedures. This may involve making a referral to Children's Social Care.
- If necessary, call the police.

Prevention

Children learn about bullying and its effects in PSHEe lessons and via special anti-bullying activities (we recognise the national Anti-Bullying Week too, which happens every November). Our 'Let's Talk' PSHEe programme teaches the children resilience and about respectful relationships – it gives them the tools to tackle life's challenges with curiosity and confidence.

All children contribute and learn about our whole school values and vision, alongside our School Charter. In term 1, each class devise their own rules for their classroom in conjunction with the four principles of our whole school charter; this is their Class Charter. This is consistently referred to throughout the year so that all children learn and understand the importance of pro-social and pro-learning behaviour, and teaches them to make good choices for life.

This policy is fully manifested through our curriculum intent, school vision and values, and we have high standards and clear rules which reflect these within our Behaviour Policy.

Links with other policies

This policy links with several other policies and practices including:

- Equality Policy and Objectives
- Online Safety policies
- Acceptable Use Policies (AUP)
- Staff Safeguarding Code of Conduct policy
- Behaviour policy
- ESCC Protocol for managing harmful sexual behaviour
- SEND Information Report and Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding & Child protection policy
- Curriculum policies, such as: Computing, Personal Social, Health & Economics Education (PSHEe), including Relationships and Sex Education (RSE)
- Parent/Carer/Visitor Code of Conduct
- Complaints Policy & Procedures