



Queen's Park Mission Statement

Bravely navigate a changing world—with curiosity, confidence, and joy.

Queen's Park Vision

Our children love coming to school. They experience success through strong, trusting relationships, a deep sense of belonging, positive connections with others, and the courage to challenge themselves.

We celebrate the strength of our diverse community. We create a safe, welcoming environment where every child is seen, heard, and truly valued. Learning is exciting and challenging, with plenty of opportunities to explore new ideas, aim high, and discover individual talents.

We encourage children to ask big questions, stand up for what they believe, and understand different perspectives.

Together with families, we help children develop the knowledge, skills, and character they need to thrive in a changing world. We want every child to feel proud of who they are—and brave enough to shape a better future.

Queen's Park Values

Kindness - Integrity - Excellence - Collaboration

Anti- Bullying Policy

Date	January 2026
Review Date	January 2027





At Queen's Park School we understand the detrimental impact bullying can have on a child's wellbeing. As a school, we stand united in providing our children with a healthy and safe community. We give our children the tools to form positive, respectful relationships. We listen, nurture and develop a child's sense of right and wrong so they are able to take responsibility for their actions. We celebrate diversity and ensure that all children feel equally valued and have a sense of belonging. We provide our children with a love of learning and the success that comes with that so they perceive themselves positively.

The Aim of this Anti-bullying Policy is to:

- ensure that the school and wider community understand how bullying is defined and the many forms it comes in
- ensure staff, parents, carers and children work together to create a safe learning environment for all
- outline strategies used to prevent bullying
- ensure parents know how to recognise the signs of bullying
- outline how we respond when bullying is reported
- outline how we support a change in behaviour

What Is Bullying?

Bullying is behaviour carried out by an individual or group, repeated over time and that intentionally hurts others either physically or emotionally. Bullying can take many forms and includes cyber bullying via social media or the net.

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, biting, hitting, punching or any use of violence
- **Racial**- racial taunts, graffiti, gestures
- **Sexual**- unwanted physical contact or sexually abusive comments
- **Homophobic**- Where bullying is because of, or focussing on, the issue of sexuality
- **Verbal**- name-calling, sarcasm, spreading rumours, teasing
- **Cyber** – Bullying that occurs on areas of the internet, such as social media.

Bullying takes place where there is an imbalance of power of one person or persons over another. This imbalance of power can be a result of:

- The size of the individual
- The strength of the individual
- The confidence of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts



Prejudice- based bullying:

Bullying is often motivated by prejudice against particular groups on the grounds of ethnicity, religion, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences or perceived differences or as a result of association with someone else.

At Queen's Park we are aware of those children who may be vulnerable to being bullied or to bully. We will monitor behaviours particularly at playtimes and respond to it on an at needs basis. Ultimately, as a school, we work on prevention by ensuring all children feel valued, success at learning and a sense of belonging.

Prejudice-based or hate incidents:

A prejudice based or hate incident: 'a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups.'

One off incidence such as these are reported and dealt with directly as an early intervention and follow the steps outlined in our behaviour policy.

Bullying outside of school:

We know that bullying can happen outside of school and in the wider community. This can be at the park, or walking to and from home. It also can come in the form of cyber bullying, which means that children are unable to escape the effects of it. Bullying impacts a child's wellbeing and their ability to learn, therefore we will respond to bullying out of school as far as we are able to. We may ask for support from a social worker, family liaison officer or the police in order to solve this effectively.

Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Bullying is not when two people have a disagreement or fall out over something, it is usually

Several
Times
On
Purpose



Start
Telling
Other
People

How we define bullying for our children.

We ensure our children know that sometimes they may have a disagreement with someone or may fall out over something and this can make them feel upset, lonely or angry.



In this situation we listen, support and restore relationships. We ensure that children know **this is not bullying**.

We use the acronyms:

STOP: Several Times on Purpose.

STOP: Start Telling Other People.

Cyber Bullying:

At Queen's Park we teach children how to stay safe online. Cyberbullying can be a particular concern because of its public and far-reaching nature. It can also be a criminal offence. Remember that the problem is the bullying behaviour, not the internet, and so respond to the bullying by reporting it to the school.

We teach our children to stay safe online by giving them the following messages:

- Never post anything they would not say to someone's face
- If you think your parent/ carer or teacher will not approve, then you should not post it.
- Never reply to abusive messages (but to log them, we recommend a screen shot if it is on a phone and report them)
- Never give out personal details
- Never reply to someone they do not know
- Stay in the public areas of chat rooms
- Block bullies
- Tell someone, including the school if they are being bullied online. For more information about keeping your child safe online, visit the Child Exploitation and Online Protection Centre's www.thinkuknow.co.uk website

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognise that AI has many positive uses but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to bully pupils in line with our anti-bullying/behaviour policy.

Prevention:

We aim to prevent bullying and do this in a number of ways.

- Respect is one of our school values and underpins our anti-bullying policy.
- Staff respectfully greet their children as they enter the classroom
- Our school community and wider community models respectful relationships.
- We teach children how to respect themselves, each other and belongings.
- Our school ethos is as an inclusive school where diversity is celebrated so each child feels valued and a sense of belonging.
- Whole school assemblies and PSHE lessons explicitly teach children to recognise the signs of bullying and teaches them how to respond to it.

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- We give our children a voice and teach social and emotional language in order to support our children to confidently express themselves.
- In class, we develop learning behaviours so children feel success and have a high perception of themselves.
- PSHE lessons explicitly teach problem solving and conflict resolution.
- We develop and support children to take responsibility for their action and to reflect on how their action made someone feel.
- Staff and learning mentors give time to listen to children's concerns.
- We encourage our children to participate in clubs at lunch and after school to develop their sense of belonging and being part of something.
- Our children are explicitly taught how to stay safe online and how to use social media responsibly.
- Our staff engage with children at break time to reduce potential conflict.
- We teach children to self-regulate their emotions.
- Parental workshops on Mobile Phones and Social Media to help educate and support families.

How to recognise signs of bullying

Signs to watch for if you think your child may be being bullied

You may be unsure if your child is involved in a bullying incident. He or she could be acting as a bully, being bullied or upset because they have seen others behaving badly. If you suspect that your child is involved in bullying then look out for these signs:

- bruises
- broken or missing possessions
- becoming withdrawn – not talking, or spending more time alone
- changes in eating habits
- changes in behaviour – becoming aggressive at home
- sleeping badly
- complaining of headaches or stomach aches
- wetting the bed
- worrying about going to school
- suddenly doing less well at school

There could be other reasons for these signs, so do not assume they are being bullied. Ask yourself the following questions:

- Is there anything else bothering my child?
- Have there been changes at home like a new baby, or divorce or separation?

If there has not been any other changes and you suspect bullying may be the cause of the distress and anxiety, it is important to report it to the school.

How we encourage children to report bullying:



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If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow:

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the class 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time

We teach our children to speak out and be confident. We teach them to be **up standers** not **by standers**.

What to do if you believe your child is being bullied.

Step 1

- **Report Bullying**
- Stay calm (we understand this can be hard) but it is important that your child does not see you upset as they may not tell you everything.
- Report what your child has told you to the class teacher. This maybe a telephone conversation or in person.

Step 2

- **What action will the class teacher take?**
- The CT will record the report of bullying on cpoms.
- The CT will investigate and gather information.
- They will be extra vigilant and ensure at playtime there is close observation.
- They will descretely talk to the child being bullied to gather further information.
- CT will report back to parent/ carer findings and actions needed.

Step 3

- **Intervention and support:**
- We understand the impact bullying can have on a child's well being and may offer time with the learning mentor to restore their confidence.
- We will ensure those who have used bullying behaviour understand the impact and know that such behaviours are deemed unacceptable. Learning mentors are often used to provide educational input.
- We will consider the motivations behind bullying behaviour, and whether these raise any safeguarding concerns for pupils who bully or are bullied.
- Restorative sessions may be run, if appropraite, to encourage children to take responsibility for their action and give them guidance on how to make ammends.

Step 4

- **Report and monitor.**
- All **actions** will be reported adding to the initial cpoms entry.
- All incidences of bullying will be reported to SLT.
- All staff will monitor the impact of the intervention and follow up if necessary.
- The CT will report back to parents on the impact of the intervention at school.
- Parent/carer will report on the impact they feel the intervention has had.
- The CT and parent/carer will decide if next steps are needed.



Further information on bully for you and your child.

<https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/5161%20School%20bullying%20booklet%20web.pdf>

<https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Say%20no%20to%20bullying%20-%20anti-bullying%20leaflet.pdf>