



Anti-Bullying Policy

Version History

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Date	Author	Version	Comment
September 2020	CS	1	New Policy
September 2021	CS	1	Reviewed – no changes
September 2022	CS	1.1	Reviewed – added guidance from ABA
September 2023	CS	1.1	Reviewed – no changes
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1. Policy Overview

This Anti-Bullying Policy outlines the school's commitment to creating a safe, inclusive, and respectful environment for all pupils. It defines bullying, identifies those most at risk, and describes the roles individuals may play in bullying situations. The policy sets out preventative strategies, a clear response framework, and a commitment to whole-school learning and continuous improvement. It aligns with the principles of the Anti-Bullying Alliance and the Equality Act 2010.

2. Aim

To prevent and effectively respond to all forms of bullying within and beyond the school environment, ensuring every child feels safe, valued, and supported.

3. Objectives

1. Define and identify bullying clearly, including the role of power imbalance and group dynamics.
2. Promote a culture of respect and inclusion through curriculum, staff training, and school-wide initiatives.
3. Empower staff and students to recognize, report, and respond to bullying confidently and appropriately.
4. Implement a structured response process that prioritizes the safety and voice of the victim, addresses group behaviours, and applies restorative and disciplinary measures as needed.
5. Monitor and record incidents using SMART outcomes to ensure accountability and track progress.
6. Reflect and learn from incidents to improve school practices, policies, and training.nment, ensuring every child feels safe, valued, and supported.

4. The Role of the Class Teacher

Class teachers play a central role in both the prevention and response to bullying. As the primary point of contact for pupils, they are responsible for fostering a safe, inclusive, and respectful classroom environment. Their responsibilities include:

1. Prevention and Awareness

- Promote a culture of kindness, respect, and inclusion through daily interactions and classroom ethos.
- Embed anti-bullying themes into the curriculum, particularly through PSHE and English, using resources such as Jigsaw and inclusive texts.
- Celebrate diversity and difference, ensuring all pupils feel seen and valued.
- Observe pupil interactions closely to identify early signs of relational conflict or bullying.

2. Identification and Reporting

- Distinguish between relational conflict and bullying, using the agreed definition and understanding of power imbalance.
- Record concerns and incidents promptly and accurately, and discuss them with the Principal to determine appropriate action.

- Use CPOMS to log confirmed bullying incidents, ensuring transparency and accountability.

3. Support and Intervention

- Ensure the immediate safety of all pupils involved in a bullying incident.
- Involve the victim in shaping the response, asking “What would you like to see happen?” and accommodating their wishes wherever possible.
- Support restorative practices and peer mentoring where appropriate.
- Monitor the wellbeing of pupils involved, including follow-up support and communication with parents/carers.

4. Whole-Class Learning

- Use incidents as learning opportunities to reinforce anti-bullying messages and empathy.
- Facilitate discussions and activities that promote understanding of group roles in bullying (e.g. ringleader, assistant, reinforcer, defender, outsider).
- Encourage pupils to be defenders and active upstanders in their community.

5. Collaboration and Professional Development

- Work closely with colleagues, mentors, and external agencies to support pupils and address bullying effectively.
- Engage in ongoing professional development to strengthen skills in identifying, preventing, and responding to bullying.

5. The Role of the Principal

As the designated Anti-Bullying Champion, the Principal plays a pivotal role in leading the school's approach to preventing and responding to bullying. Their responsibilities include strategic oversight, direct intervention, and ensuring the safety and wellbeing of all pupils.

1. Leadership and Oversight

- Champion the school's anti-bullying ethos and ensure it is embedded across all areas of school life.
- Lead the implementation of the Anti-Bullying Policy and ensure alignment with the Equality Act 2010 and guidance from the Anti-Bullying Alliance.
- Monitor the effectiveness of anti-bullying strategies and ensure regular policy reviews.

2. Incident Management

- Take the lead on all confirmed bullying incidents, ensuring a consistent and thorough response.
- Determine whether reported incidents constitute bullying or relational conflict, using the agreed definition and understanding of power imbalance.
- Record incidents on CPOMS, including actions taken, outcomes, and review dates with SMART targets.

3. Safeguarding and Safety

- Ensure the immediate safety of all pupils involved in bullying incidents, prioritising the wellbeing of the target.
- Liaise with safeguarding leads, parents/carers, and external agencies where necessary.
- Apply appropriate sanctions in line with the behaviour policy and ensure restorative practices are used where suitable.

4. Whole-School Learning and Development

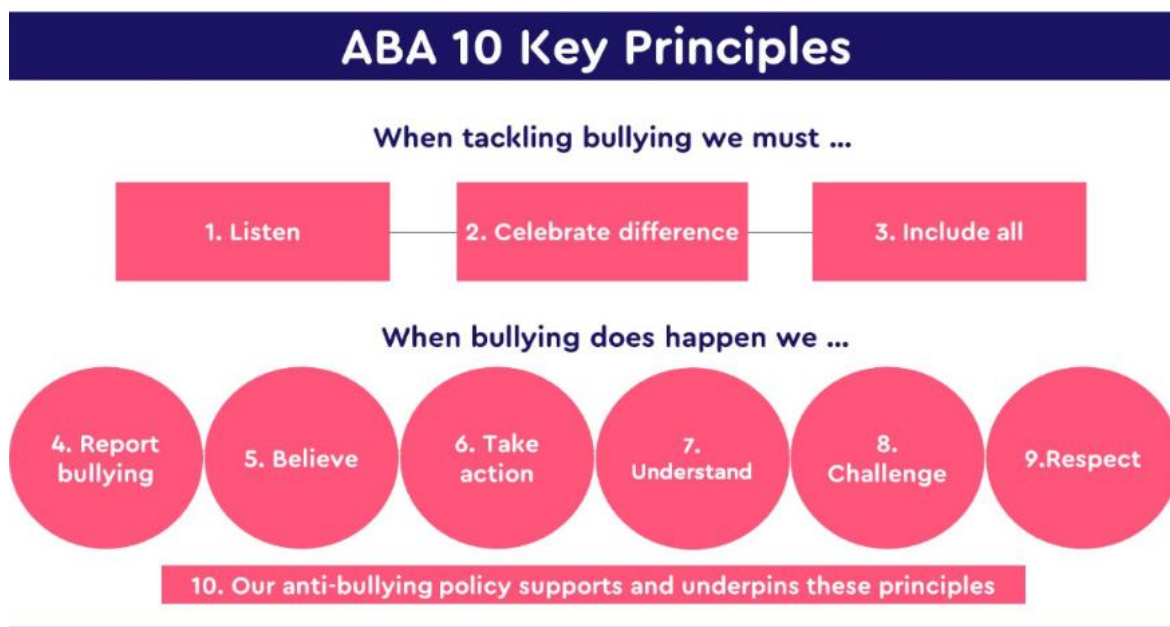
- Lead reflective practice following incidents to identify learning opportunities for staff and pupils.
- Facilitate staff training and professional development in anti-bullying strategies.
- Promote whole-school initiatives such as Anti-Bullying Week and participation in the United Against Bullying programme.

5. Communication and Collaboration

- Maintain open communication with staff, pupils, and families regarding bullying concerns and actions taken.
- Support class teachers and other staff in managing bullying-related issues and developing preventative strategies.
- Encourage pupil voice and ensure that children feel heard, respected, and supported.

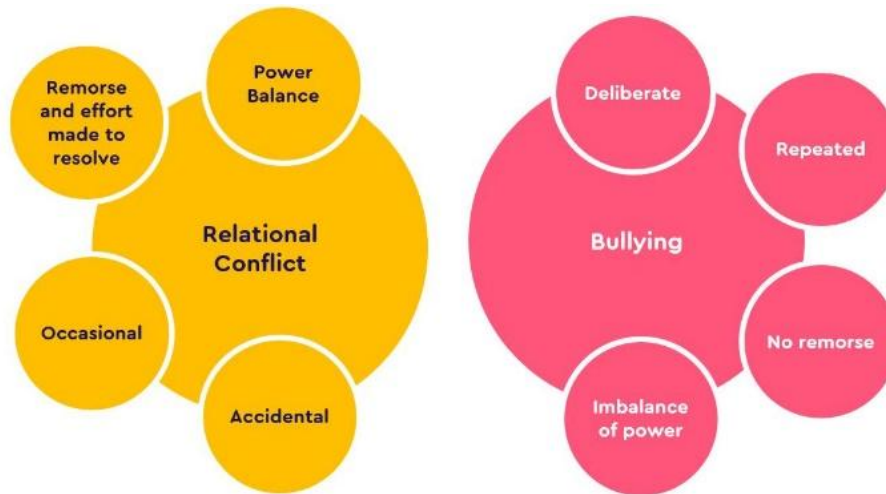
6. What is Bullying?

Bullying is **never** acceptable behaviour. We follow the Anti-Bullying Alliance's ten principles:



Not all situations in which children and young people are involved in conflict or relationship difficulties can be understood as bullying. 'Relational conflict' is one way of describing such non-bullying situations.

Knowing how to identify and respond to relational issues is part of being able to respond effectively to bullying.



Our agreed definition of bullying: 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 be verbal, physical or psychological. It can happen online or face to face.

The imbalance of power is vital to understand when thinking about bullying. As soon as a person says 'no' to something and that is ignored, there is an imbalance of power.

Here are some other examples of situations where there may be an imbalance of power where the person/people who are the target of the behaviour:

- are in a smaller group than those experiencing it
- are part of a minority group, e.g. a minority gender, race, or faith group
- are a smaller stature or physical strength
- are younger
- have communication difficulties or a disability

Those more at risk include:



Bullying as a group behaviour:

Bullying is rarely a one-on-one situation. The ABA have identified different roles in bullying situations.

The **reinforcer** supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.

The **defender** stands up for someone being bullied. They know that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.

The **ringleader** initiates and leads the bullying.

The **assistant** is actively involved in 'doing' the bullying, but does not lead it.

The **target** is the person at whom the bullying is aimed.

The **outsider** ignores or doesn't see the bullying and doesn't want to get involved.



Read more about the roles here: <https://youtu.be/-h28qPlxQvA>

In fact, by understanding that bullying involves a power imbalance and then by looking to apply pressure to the source of that imbalance, we are in a good position to stop the victimisation of individuals of groups.

Sometimes this may mean working very differently with 'assistant', 'reinforcer' and 'ringleader' roles, for example by seeking restorative or empathy-based interventions with some, whilst applying sanctions to others.

In this way, we can disrupt both the group and their individual behaviour. Remember, though, that the safety of the 'victim' is paramount at all times.

7. Preventing Bullying

Our school aims to prevent bullying by:

- Celebrating difference and diversity in all
- Having a strong anti-bullying ethos
- Developing staff skills in preventing and dealing with bullying

Classroom strategies

- We have an effective PSHE and Relationships and sex education curriculum, which teaches children about celebrating differences. We use the Jigsaw materials to support this.
- We celebrate Anti-bullying week in November each year.

- We weave anti-bullying and celebration of friendship, diversity and kindness through the curriculum with a focus on PSHE. For example, choosing texts to study in English that focus on bullying. Our library is also full of diverse and inclusive texts.

Non-classroom strategies:

We aim to make outside as safe as possible by

- Developing buddy strategies
- Providing Social opportunities e.g. quieter areas, structured activities in the playground
- Providing a high-level of adult supervision
- Ensuring all staff are effectively trained in anti-bullying strategies

As a school we also take part in the United Against Bullying programme, to raise the status of anti-bullying.

As well as preventing bullying inside of school, we will always seek to prevent and respond to bullying outside of school (e.g. online bullying, journeys to and from school).

8. Responding to Bullying

Initially, staff are to discuss the situation with the Principal to determine if the situation is bullying, or relational conflict. If identified as bullying, the Principal adds this to CPOMS.

We follow the ABA's three step process:

Step 1: Secure the safety of those involved

The first step is to make sure everyone is safe. Have people been physically and/or emotionally hurt by the bullying? Are children safe in school? Some key things to consider:

- Think about safeguarding issues – following the safeguarding policy and behaviour policy
- Is anyone in immediate danger?
- Use reporting and recording systems
- Assure pupils that you have taken their report seriously and immediate action will be taken

Step 2: Stop the behaviour reoccurring

This step is about ensuring that the behaviour for the group will not continue. This is where the ability to see bullying as a group behaviour will help, and you can use strategies to intervene such as restorative approaches, sanctions and group work to develop empathy. This process will include:

- Use group roles to identify those involved
- Make it clear that the behaviour needs to stop
- Work with the group in the most effective way to stop the behaviour reoccurring and set up agreements amongst the pupils involved about the way forward
- Keep a note of all actions

The victim is fully involved. We ask them “what would you like to see happen?” and we accommodate this, as much as possible.

Peer support is employed wherever possible.

Sanctions may be applied (see behaviour policy) and resolution / restorative practices used. Examples may be:

- Monitoring by Mentor/Learning Manager
- Peer support/peer mentoring
- Use of home / school communication books
- Involvement of external agencies
- Liaison with parent/carer/social worker

Step 3: Whole school learning

This is an important step as it allows us to reflect upon the schools' approach and if there's anything we can do to prevent a similar situation in the future.

Spend some time reflecting on the incidents. Ask yourselves:

- What has this incident taught us?
- Does this show us that we have any issues in school? E.g. do you have an issue with language in school or an area within the school which needs more adult supervision
- Do staff need any training?
- Does the school policy need to be refreshed?
- What needs to happen / who do you need to speak to to make this happen? By when and how?

9. Online bullying

Online bullying (cyberbullying) is a serious concern and is treated with the same level of importance as face-to-face bullying. Our approach includes both proactive education and responsive action:

Proactive Measures

- E-Safety Curriculum: We deliver a comprehensive e-safety programme through computing and PSHE lessons, teaching children how to stay safe online, recognise harmful behaviour, and report concerns.
- Anti-Bullying Week Focus: Online safety is a key theme during Anti-Bullying Week, with assemblies and classroom activities dedicated to digital wellbeing.
- Parent Resources: We provide e-safety guidance and resources for parents/carers, including newsletters, workshops, and links to trusted organisations such as CEOP and Childnet.
- Acceptable Use Agreements: Pupils and parents sign digital behaviour agreements to reinforce expectations around respectful online conduct.

Responding to Online Bullying

- All reports of online bullying are taken seriously and investigated promptly.

- The Principal will determine whether the incident constitutes bullying and record it on CPOMS.
- We work with pupils, families, and external agencies where necessary to ensure safety and resolution.
- Sanctions may be applied in line with the behaviour policy, and restorative practices are used where appropriate.
- We support pupils in understanding the impact of their online behaviour and help them rebuild trust and confidence.

10. Pupil Voice

We are committed to ensuring that every child feels heard, respected, and safe. Pupil voice is central to our anti-bullying approach, and we provide multiple avenues for children to share concerns:

- Classroom Worry Monsters: Each classroom has a worry monster where children can post written concerns anonymously. These are checked regularly by staff and followed up sensitively.
- Trusted Adults: Children are regularly reminded that they can speak to any trusted adult at any time. Staff are trained to listen actively, respond appropriately, and escalate concerns when necessary.
- PSHE Curriculum: Through our PSHE and Relationships Education, children learn how to express their feelings, seek help, and support others.
- Peer Support: We encourage peer mentoring and buddy systems to help children feel supported by their classmates.

We actively promote a culture where speaking up is safe, encouraged, and acted upon.

11. Recording bullying

When recording bullying the lead will record the action taken, outcomes and review dates.

We will include SMART (specific, measurable, achievable, realistic and time bonded) outcomes.

12. The Equality Act 2010

The policy references the Equality Act 2010 and shows our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.