



Footprints Federation

Ingrow Primary

Anti-Bullying Policy

Academic Year:	2026–2027	Updated Date:	Autumn 2026
Review Date:	Autumn 2027	Lead Responsibility:	Headteachers & SLT

1. Rationale & Ethos

At Ingrow Primary, we embed our vision to '**Be the best you can be**' through:

- **Be Safe:** Physical safety is maintained every day by following our clear school rules: *being in the right place at the right time, using safe hands and feet, lining up sensibly, and following instructions*. Alongside physical safety, our staff actively cultivate a safe environment and provide robust emotional safety, ensuring every child feels protected, heard, and valued.
- **Be Kind:** We share, use kindness, help our friends, adults and include everyone.
- **Be Respectful:** Staff create an environment where we value diversity, equality, and dignity for all individuals, whilst following our 'Be Respectful' rules: *looking and listening, taking turns, using manners, and taking care of personal and shared belongings*.
- **Be Inquisitive:** Encouraging open discussions and understanding of different perspectives and cultures throughout our curriculum.



Ingrow Primary actively seeks to provide a supportive learning environment where all members feel safe, valued, and happy. This policy outlines the measures the school takes to prevent and tackle all forms of bullying and prejudice-driven behaviour. We are committed to developing an anti-bullying culture where no bullying is accepted.

This policy has been developed in strict compliance with statutory guidance including **Keeping Children Safe in Education (KCSIE 2026)** and the **Equality Act 2010**, and local safeguarding protocols.

2. Preventative Curriculum & Restorative Practice

At Ingrow Primary, our curriculum plays a pivotal role in proactively preventing bullying and empowering pupils to stay safe online and offline. Through our structured **Story Project** curriculum, high-quality texts are used to explore themes of relational conflict, prejudice, and bullying in an age-appropriate, empathetic way. This approach equips children with the tools to understand diverse perspectives, recognise unacceptable behaviors, and build healthy relationships. Furthermore, we recognise that primary-aged children are continually learning; when mistakes happen, our staff adopt a restorative approach focused on education rather than simple punishment. We actively guide pupils to understand the impact of their actions, repair harms, restore positive relationships, and develop into responsible, respectful citizens.

3. "Show Racism & Bullying the Red Card"

For the 2026–2027 academic year, Ingrow has introduced the **"Show Racism and Bullying the Red Card"** strategy across schools. This is not a physical red card, but it symbolises a zero tolerance approach to bullying and racism.

Immediate Sanction

- **Zero-Tolerance Stance:** Any child who intentionally engages in bullying, racist, homophobic, or prejudice-based behavior will immediately receive intervention.
- **Immediate Removal:** Children who intentionally bully or exhibit racist behavior will be immediately asked to work away from their peers in a designated, supervised workspace as an immediate sanction.
- **Purpose of Sanction:** Working away from peers ensures the immediate protection and emotional safety of the target, provides a calm environment for the perpetrator to reflect on their conduct, and allows staff to commence formal logging, investigation, and parental notification.

4. Definitions & Classifications

Definition of Bullying

"Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally."

— Department for Education (DfE)

Bullying behaviour is defined by the following key factors:

- **Deliberate & Hurtful:** Conduct intended to cause distress or harm.
- **Repeated Pattern:** Occurring repeatedly over a period of time.
- **Power Imbalance:** Involving an individual or group exerting power over another, making it difficult for the target to defend themselves.

5. Relational Conflict vs. Bullying

We recognise that incidents occur between pupils that constitute '*relational conflict*' or falling out rather than bullying. Relational conflict differs in that it typically occurs between pupils of equal status, happens occasionally or by accident, and involves remorse and willingness to resolve the issue. However, staff remain vigilant, as unaddressed relational conflicts can escalate into persistent bullying patterns.

6. Protected Characteristics & Scope of Bullying

There is no hierarchy of bullying; all forms are treated with equal severity. In alignment with KCSIE 2026 and the Equality Act 2010, this policy covers:

- **Racist and Prejudice-Related Bullying:** Targeting based on race, ethnicity, nationality, religion, or culture.
- **SEND & Disablist Bullying:** Targeting children with Special Educational Needs or Disabilities.
- **Allergy Bullying:** The stigmatisation or targeting of individuals due to their allergies or dietary restrictions.
- **LGBTQ+ / Homophobic, Biphobic, and Transphobic Bullying:** Derogatory language or targeting based on sexual orientation or gender identity.
- **Sexist, Misogynistic, & Sexual Bullying:** Unwanted physical contact, abusive comments, misogynistic attitudes, sexual harassment, or violence.
- **Cyberbullying & Digital Harms:** Harassment via technology, social media, messaging, or generative AI misuse. Cyberbullying monitoring extends to the school's filtering and monitoring systems on school devices/networks.
- **Physical & Emotional Bullying:** Hitting, kicking, isolating, tormenting, intimidating, or coercing.
- **Child-on-Child Abuse**

7. Guidance for Staff: Procedure & Investigation

All members of staff, teaching and non-teaching, must address any incident of suspected or observed bullying or prejudice-based behaviour by adhering to the following protocol:

1. **Immediate Action:** For instances of intentional bullying or racism, children will be sent to SLT and transitioned to work away from peers in a supervised workspace.
2. **Gather Pupil Voice :** Collect detailed information using a comic strip narrative or structured age-appropriate interview. Ensure questions remain neutral and non-leading.
3. **Digital Logging:** Promptly record all findings in the digital CPOMS system. Categorise the incident accurately (e.g. Racist, Homophobic, Cyber,).
4. **Parental Communication:** Class teachers or Senior Leaders must contact the parents/carers of all involved pupils on the day of the incident to explain the event, sanctions, and support provided.
5. **Follow-Up & Monitoring:** Conduct mandatory weekly check-ins with involved parties to ensure the intervention was effective and that the behaviour has not recurred.
6. If an investigation reveals severe harm, persistent harassment, or safeguarding

risks, staff must immediately escalate the concern to the Designated Safeguarding Lead (DSL) in line with the Child Protection Policy.

8. Guidance for Parents & Carers

The school is dedicated to maintaining strong, transparent partnerships with parents and carers to address and prevent bullying. To support our families, we will:

- **Provide Clear Information:** Ensure key policies, procedures, and named points of contact regarding anti-bullying and safeguarding are easily accessible.
- **Maintain Open Communication:** Ensure parents/carers know who to contact with any concerns, with the **child's class teacher** being the primary point of contact in the first instance.
- **Offer Transparent Procedures:** Provide clear guidance on how to access and navigate the school's formal complaints procedure should the need arise.
- **Address Wider Community Issues:** Collaborate with parents, carers, and local agencies to address off-site or online behaviours that impact children's well-being beyond the school gates.
- **Support Every Situation:** Promptly investigate and support pupils through all reported concerns—whether classified as intentional bullying or relational conflict—to ensure negative feelings are resolved and positive relationships are restored.

How Parents & Carers Can Support Us

To ensure a safe and supportive community for every child, we ask that parents and carers:

- **Model Positive Behaviour:** Demonstrate respect, tolerance, and kindness both in person and in digital spaces, setting a positive example for our pupils.
- **Communicate Directly with School:** Bring any worries or concerns directly to school staff rather than discussing incidents with other parents, members of the community, or on social media platforms.
- **Work in Partnership:** Engage constructively with the school when interventions or sanctions—such as the "**Show Racism & Bullying the Red Card**" working-away protocol—are applied to support child development and reflection.

9. Guidance & Support for Pupils

At Ingrow Primary, we are dedicated to ensuring every child feels safe, heard, and valued. To support our pupils, we will:

- **Listen to Pupil Voice:** Regularly gather pupils' views and experiences to understand the nature of bullying and continuously improve our approach.
- **Provide Clear Reporting Routes:** Ensure all pupils know how to express their worries, report concerns, and access trusted adults whenever they feel unsafe or anxious.
- **Ensure Transparency Around Consequences:** Help pupils understand the clear range of sanctions applied for bullying behaviours, including our "**Show Racism & Bullying the Red Card**" working-away protocol.
- **Empower Student Leadership:** Actively involve pupils in anti-bullying campaigns, peer support initiatives, and school-wide awareness events.
- **Deliver an Inclusive Curriculum:** Provide a robust PSHE and *Story Project* curriculum that celebrates equality and diversity, teaches online safety, and explores the UNICEF Rights of the Child.
- **Promote External Support:** Make information about independent help services, such as Childline and the NSPCC, clearly accessible across the school.
- **Offer Dedicated Restorative Support:** Provide tailored guidance and support to both targets of bullying and those exhibiting bullying behaviours to resolve underlying issues, repair harm, and promote positive citizenship.

What We Expect From Our Pupils

To keep our school community safe and welcoming, we ask all pupils to:

- **Be Upstanders, Not Bystanders:** Speak up and tell a trusted adult immediately if you see someone being mistreated, bullied, or experiencing racism. Children can use the 'Buddy Box' to report concerns in a safe way.
- **Uphold Our Core Values:** Demonstrate kindness, respect, and safety in person, in the playground, and online.
- **Engage in Restorative Reflection:** Take responsibility when mistakes are made and engage constructively with staff to restore positive relationships.

10. Roles and Responsibilities Overview

Stakeholder	Key Responsibilities
School Governors	Monitor and review policy implementation, analyse recorded trends, and ensure PSED/KCSIE 2026 compliance.
Headteachers & SLT	Ensure fair and consistent application of sanctions, oversee the Red Card protocol, and liaise with external agencies when needed.
Teaching & Support Staff	Maintain vigilance, follow immediate sanctions, record incidents digitally, and deliver the proactive PSHE curriculum. Create bespoke activities as required.
Parents & Carers	Work in partnership with the school, report concerns directly to class teachers, and support school sanctions and approaches to restorative work.
Pupils	Abide by the four core values, act as upstanders against bullying, and report any concerns immediately.

11. Associated Policies

This policy operates alongside and should be read in conjunction with the following school policies:

- Positive Behaviour Policy
- Child Protection & Safeguarding Policy, including Child-on-Child Abuse (KCSIE 2026)
- Online Safety Policy & Acceptable Use Agreements (AUP)
- Equality & PSED Policy
- RSE & PSHE Policy
- SEND & Inclusion Policy
- Suspension & Exclusion Policy
- Complaints Policy

12. Appendix: Useful Links & Supporting Organisations (2026–2027)

General Anti-Bullying & Child Welfare

- **Anti-Bullying Alliance:** anti-bullyingalliance.org.uk
- **Childline:** childline.org.uk (Tel: 0800 1111)
- **Kidscape:** kidscape.org.uk
- **NSPCC:** nspcc.org.uk
- **The Diana Award:** diana-award.org.uk
- **Family Lives:** familylives.org.uk
- **Victim Support:** victimsupport.org.uk

Department for Education (DfE) Statutory Guidance

- **DfE Preventing and Tackling Bullying Guidance**
- **DfE Keeping Children Safe in Education (KCSIE 2026)**
- **DfE SEND Code of Practice (0–25)**

Racism, Faith & Prejudice-Based Bullying

- **Show Racism the Red Card:** srtrc.org/educational
- **Anne Frank Trust:** annefrank.org.uk
- **Educate Against Hate:** educateagainsthate.com
- **Kick It Out:** kickitout.org
- **Report It (Hate Crime):** report-it.org.uk
- **Stop Hate UK:** stophateuk.org
- **Tell MAMA:** tellmamauk.org

Online Safety & Cyberbullying

- **Childnet International:** childnet.com
- **Internet Watch Foundation (IWF):** iwf.org.uk
- **Think U Know (CEOP):** thinkuknow.co.uk
- **UK Safer Internet Centre:** saferinternet.org.uk
- **Report Harmful Content:** reportharmfulcontent.com

LGBTQ+ Equality & Inclusion

- **Stonewall:** stonewall.org.uk
- **EACH (Educational Action Challenging Homophobia):** eachaction.org.uk
- **Schools Out:** schools-out.org.uk

Special Educational Needs & Disability (SEND)

- **Changing Faces:** changingfaces.org.uk
- **Mencap:** mencap.org.uk

Mental Health & Pastoral Wellbeing

- **MindEd:** minded.org.uk
- **PSHE Association:** pshe-association.org.uk
- **Restorative Justice Council:** restorativejustice.org.uk
- **Young Minds:** youngminds.org.uk
- **Young Carers Action:** carers.org