



Anti-Bullying Policy

Responsible Person	Mrs L Stinchon
Date Created	September 2026
Date to be Reviewed	September 2027

Statement of Safeguarding Children

At Trawden Forest Primary School, safeguarding and promoting the welfare of children is everyone's responsibility. All staff, including volunteers, supply staff and trainee teachers, must know and follow the school's safeguarding procedures and report concerns without delay. The school's Safeguarding Children and Child Protection Policy is published on the school website and is available from the school office.

Where there are concerns about a child's welfare, the school may need to share information and work in partnership with other agencies. Parents and carers will normally be informed unless doing so could place a child at greater risk, prejudice a safeguarding enquiry or otherwise be contrary to the child's best interests.

Our Designated Safeguarding Leads are:

- **Mrs L Stinchon, our Headteacher**
- **Mrs E Clarke, our Deputy Headteacher**
- **Mrs D Smith, our EYFS & Key Stage 1 Leader**
- **Mr S Loynds, our Key Stage 2 Leader**

Our School Vision

At Trawden Forest Primary School we have developed a rich and challenging curriculum within a happy and safe learning environment where all children feel valued as individuals and achieve their full potential in knowledge, skills and creativity.

We have created a happy, caring environment in which children feel safe and develop self-confidence and independence. Our children are encouraged to be considerate and show kindness and respect for others while reaching their true potential. Working together for success, we celebrate the uniqueness of individuals and embrace challenge because:

Every child matters; every moment counts!

Purpose and Scope

This policy explains how Trawden Forest Primary School prevents, identifies, records and responds to bullying between pupils. It applies to behaviour in school, during school-organised activities and visits and, where it is reasonable for the school to respond, to behaviour outside school or online which affects the safety, wellbeing or orderly running of the school community.

Bullying or harassment involving adults is managed through the relevant staff conduct, grievance, complaints and safeguarding procedures rather than this pupil anti-bullying procedure.

Legal and Policy Framework

The school has regard to relevant legislation and Department for Education guidance, including:

- Section 89 of the Education and Inspections Act 2006, which requires maintained schools to include measures to prevent all forms of bullying within their behaviour arrangements.
- The Equality Act 2010 and the Public Sector Equality Duty, including the duties to prevent unlawful discrimination, harassment and victimisation and to foster good relations.
- Keeping Children Safe in Education 2026, which recognises bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying, as forms of behaviour which may amount to child-on-child abuse.
- Behaviour in Schools: Advice for Headteachers and School Staff, Department for Education, February 2024.
- Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies, Department for Education.

This policy should be read alongside the school's Behaviour Policy, Safeguarding Children and Child Protection Policy, Online Safety Policy, Equality information and objectives, SEND Policy, Relationships and Health Education arrangements and Complaints Procedure.

Definition of Bullying

For this policy, bullying means intentional behaviour by one pupil or a group which causes physical or emotional harm and is repeated over time. Bullying often involves an imbalance of power which can make it difficult for the child experiencing the behaviour to stop it or defend themselves. This imbalance may be physical, social, psychological, intellectual or linked to access to a group or online audience.

A single incident is not normally classed as bullying because repetition is a key feature. However, one-off behaviour may still be serious, harmful, discriminatory or abusive and will be dealt with under the Behaviour Policy and, where appropriate, safeguarding procedures. Online, repeated forwarding, sharing or commenting can turn one original act into a repeated experience for the child affected.

Bullying is never dismissed as banter, horseplay, a joke, part of growing up or children simply needing to sort it out themselves.

Forms of Bullying

Bullying may be direct or indirect and may happen face to face or online. It can include:

- Emotional or social bullying, such as deliberately excluding someone, isolating them, humiliating them, manipulating friendships or spreading rumours.
- Verbal bullying, such as repeated name calling, threats, insults, mocking or deliberately hurtful teasing.
- Physical bullying, such as repeated hitting, kicking, pushing, damaging belongings or other physical intimidation.
- Extortion or coercion, such as demanding money, possessions, favours or actions through threats or pressure.
- Online or cyberbullying, such as harmful messages, group chats, posts, images, videos, impersonation, exclusion or repeated sharing of harmful content.
- Prejudice-based or discriminatory bullying linked to a real or perceived characteristic or difference. This may include racist, faith-targeted, disablist, sexist, homophobic, biphobic or transphobic bullying, as well as bullying linked to SEND, appearance, family circumstances, adoption, being in care or having caring responsibilities.
- Sexual or sex-based bullying, including unwanted sexual comments, jokes, gestures, images or contact. Behaviour of this nature may be child-on-child abuse and must be considered under safeguarding procedures.

Children Who May Be More Vulnerable

Any child can experience bullying. Staff should be particularly alert to children who may be more vulnerable because of SEND, disability or medical needs, communication difficulties, protected characteristics, family circumstances, being in care or previously in care or other factors which may make it harder for them to report concerns or be believed.

Reasonable adjustments will be made so that every child can understand how to report concerns and can take part safely in any discussion or investigation.

Signs and Symptoms of Bullying

A child may indicate through changes in behaviour, emotions, attendance, friendships, online use or physical presentation that they are experiencing bullying. Possible indicators are listed in Appendix A. A single sign does not prove that bullying is taking place, but concerns should be explored sensitively.

Preventing Bullying

Our whole school community shares responsibility for creating a culture in which bullying is understood, challenged and prevented. At Trawden Forest Primary School we do this by:

- setting clear behaviour expectations based on kindness, respect, safety and inclusion.
- building trusted relationships so that children know who they can talk to and believe that concerns will be taken seriously.
- teaching about healthy relationships, respectful behaviour, equality, difference, online safety and how to seek help through the curriculum, assemblies and wider school life.
- taking part in focused anti-bullying work, including Anti-Bullying Week where appropriate, while reinforcing the message throughout the year.
- providing staff training so that teachers, teaching assistants, welfare staff, volunteers and other adults can recognise and respond consistently to bullying and discriminatory behaviour.
- challenging prejudicial, discriminatory and derogatory language promptly, even where it is presented as a joke or banter.
- using supervision, pupil voice and incident information to identify locations, times, groups or patterns where additional prevention may be needed.
- making appropriate adjustments for pupils with SEND or communication needs so that reporting systems are accessible.
- working with parents and carers to address concerns early and reinforce safe and respectful behaviour online and offline.

Reporting Bullying

Children are encouraged to report bullying or behaviour that is worrying them to any trusted adult in school. They do not need to decide whether an incident meets the definition of bullying before asking for help. Reports made by friends or witnesses will also be taken seriously.

Parents and carers should raise concerns with the child's Class Teacher in the first instance, unless the concern is urgent, involves safeguarding or makes this inappropriate. In those circumstances they should contact the Headteacher, a Designated Safeguarding Lead or the school office without delay.

Staff must record concerns and actions on CPOMS in line with school procedures. Safeguarding concerns must be passed to the Designated Safeguarding Lead or a deputy without delay.

Responding to Bullying

The school will respond promptly, fairly and proportionately to every report. The immediate priority is to make sure children are safe and feel listened to. The detailed procedure is set out in Appendix B.

Our response will normally include:

- listening to the child or children involved separately and gathering information from relevant witnesses or records.
- recording what has been reported, the action taken, decisions made and the reasons for those decisions.
- deciding whether the behaviour is bullying, a behaviour incident, a discriminatory incident, a safeguarding concern or a combination of these.
- informing parents or carers as appropriate, unless doing so would be contrary to safeguarding advice or the child's best interests.
- applying consequences and support in line with the Behaviour Policy, taking account of individual needs and reasonable adjustments.
- supporting the child who has experienced bullying to feel safe, rebuild confidence and know what will happen next.
- supporting the child who has displayed bullying behaviour to understand the impact of their actions, take responsibility and address any underlying needs or patterns.
- using restorative approaches only when they are safe, appropriate and genuinely voluntary. A child will not be required to meet jointly with another child simply to resolve the matter.

- reviewing confirmed bullying after an agreed period, normally within one week and again at around one month, to check that the behaviour has stopped and support is effective.
- escalating the response where behaviour continues, becomes more serious or indicates a wider safeguarding, criminal or community concern.

Bullying as a Safeguarding Concern

Bullying can form part of child-on-child abuse. Keeping Children Safe in Education 2026 includes bullying, cyberbullying, prejudice-based bullying and discriminatory bullying within the forms of child-on-child abuse that staff must be alert to.

Where an incident suggests that a child may have suffered, or may be at risk of suffering, significant harm, or where there are concerns about sexual harassment, sexual violence, harmful sexual behaviour, serious physical harm, hate-related abuse or other abusive behaviour, staff must follow the Safeguarding Children and Child Protection Policy and refer the matter to a Designated Safeguarding Lead without delay. Such incidents will not be managed solely as ordinary bullying.

Bullying Outside School and Online

Bullying can occur beyond the school site and outside the school day. Where reported behaviour has a clear connection with school, affects a pupil's safety or welfare, threatens another person or has repercussions for the orderly running of the school, the school will investigate and respond within its lawful powers.

Online incidents will be dealt with in conjunction with the school's Online Safety and safeguarding procedures. The school may work with parents and carers, online services, the local authority, police or other agencies where this is necessary and proportionate.

Support for Pupils

Support will be tailored to the needs of the children involved. This may include regular check-ins with a trusted adult, changes to supervision or seating, support with friendships and social situations, pastoral or SEND support, work with parents and carers, curriculum support or referral to external services where appropriate.

The school recognises that a child who displays bullying behaviour may also have unmet needs or may themselves have experienced harm. This will be considered without excusing the behaviour or reducing the need to keep others safe.

Recording, Monitoring and Review

Bullying concerns, decisions, actions and reviews will be recorded securely on CPOMS and retained in accordance with the school's data protection and records retention procedures. Paper records should only be created where necessary and should be transferred to the secure school record as soon as practicable.

The Headteacher is responsible for the day-to-day implementation of this policy. Leaders will review bullying information at least termly to identify patterns relating to frequency, location, type of behaviour, protected characteristics, repeat concerns and groups who may need additional support.

The Governing Body will receive appropriate anonymised information about bullying and the effectiveness of the school's response. Individual children will not be identified in routine governor reporting unless this is necessary for a specific safeguarding or governance purpose.

This policy will be reviewed annually, or sooner where there are changes to legislation, statutory guidance or the school's procedures.

Complaints

If a parent or carer remains dissatisfied with the way a bullying concern has been handled, they should follow the school's Complaints Procedure. Safeguarding concerns should always be raised immediately and should not wait for the complaints process.

Appendix A

Possible Signs and Symptoms of Bullying

A child experiencing bullying may show one or more of the following signs. These indicators can have many causes, so staff and parents should avoid assumptions and explore concerns sensitively.

- become reluctant or frightened to come to school or take part in particular activities.
- show a change in attendance, punctuality, route to school or usual routines.
- become withdrawn, anxious, tearful, unusually quiet or less confident.
- become angry, aggressive, disruptive or begin bullying others.
- experience changes in friendships or appear increasingly isolated.
- show a sudden decline in concentration, engagement or school work.
- have unexplained injuries, damaged clothing or belongings which go missing.
- repeatedly lose money or ask for money without a clear explanation.
- show changes in sleep, eating or physical symptoms such as headaches or stomach aches.
- be reluctant to say what is wrong or give explanations that do not seem consistent.
- become nervous about using a phone, tablet, game or the internet or react strongly to messages and notifications.
- avoid particular children, places, playtimes, clubs, transport or online groups.
- show signs of significant emotional distress, self-harm or thoughts of suicide.

Any concern about self-harm, suicidal thoughts, significant harm or immediate safety must be treated as a safeguarding concern and reported without delay.

Appendix B

Procedure for Dealing with Reported Incidents of Bullying

1. Receive the concern calmly and take it seriously. Make sure the child is safe and knows what will happen next.
2. Listen to the child who has raised the concern and record the facts in their own words as far as possible. Do not promise confidentiality.
3. Speak separately with the child or children whose behaviour is being reported and with relevant witnesses. Avoid a joint meeting at this stage.
4. Record the concern and the information gathered on CPOMS. Note dates, locations, frequency, possible motivation, online elements, witnesses and impact.
5. Consider whether the behaviour meets the school's definition of bullying and whether it is also discriminatory, child-on-child abuse or another safeguarding concern. Consult a Designated Safeguarding Lead where appropriate.
6. Agree immediate actions to protect the child and prevent further incidents. Apply consequences and support in line with the Behaviour Policy and any safeguarding plan.
7. Inform parents or carers of the children involved as appropriate. Where safeguarding concerns exist, follow the advice of the Designated Safeguarding Lead before contacting home.
8. Agree support for all children involved. Restorative work may be offered only when safe, appropriate and voluntary.
9. Review confirmed bullying normally within one week and again at around one month. Record whether the behaviour has stopped, whether the child feels safe and whether further action is required.
10. Escalate continuing or serious concerns to the Headteacher and Designated Safeguarding Lead. Consider external agencies, including children's social care or police, where required. Anonymised patterns and trends will be reported to governors.

Appendix C

CPOMS Recording Checklist

When recording an alleged or confirmed bullying incident, staff should record enough factual information for another authorised member of staff to understand what happened, what was decided and what follow-up is required. Include, where relevant:

- the date, time and location of the incident or incidents.
- who reported the concern and which children were involved.
- a clear factual account of what was alleged, including the child's own words where important.
- whether the behaviour was repeated and whether there appears to be an imbalance of power.
- the type of bullying or behaviour, including any online, discriminatory, prejudicial or sexual element.
- immediate safety action and any safeguarding referral or DSL discussion.
- parents or carers contacted and any relevant response.
- consequences, support, agreed actions and the named person responsible for follow-up.
- the date and outcome of review checks, including whether the child reports feeling safe and whether incidents have stopped.

Records should be objective and professional. Avoid labels such as “bully”, “victim” or “perpetrator” when a clearer factual description can be used, particularly when speaking about children.

Appendix D

Support Agencies and Further Information

The following organisations and guidance may provide useful support and information:

- Anti-Bullying Alliance: <https://anti-bullyingalliance.org.uk>
- Kidscape: <https://www.kidscape.org.uk>
- Childline: <https://www.childline.org.uk> | 0800 1111
- NSPCC online safety and helpline: <https://www.nspcc.org.uk> | 0808 800 5000
- UK Safer Internet Centre: <https://saferinternet.org.uk>
- Family Lives bullying advice: <https://www.familylives.org.uk>
- Department for Education, Preventing bullying:
<https://www.gov.uk/government/publications/preventing-bullying>
- Department for Education, Keeping children safe in education 2026:
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Department for Education, Behaviour in schools:
<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Where a child is in immediate danger, call 999. Safeguarding concerns should be managed through the school's safeguarding procedures and local multi-agency arrangements.