



**Teversham Church of England
Primary School**

Anti-Bullying Policy 2026-2028

STATUTORY

DATE ADOPTED: 10th February 2026
REVIEW DATE: February 2028

Section 1

Please note: throughout this policy 'children and young people' is abbreviated to CYP.

1.1 Aims

As a school, we believe that all children have the right to learn in an environment where they feel safe.

The aims of this policy are to:

- create an environment in which everyone agrees that bullying is unacceptable.
- establish an agreed definition of bullying, so it may be distinguished from relational conflict
- outline how we involve the whole school community in developing an Anti-bullying ethos
- share the principles behind our programme of preventative education
- detail how we respond to instances of bullying behaviour.

1.2 Context including National and Local Policy and Legislation

We recognise that bullying remains an issue in and out of schools. Nationally, [The Good Childhood Report 2020¹](#) found that 38.6% of children reported having experienced at least one form of bullying in school over the past 6 months. *Locally, the Primary Health-Related Behaviour Survey (2022) found 34% of Cambridgeshire Y5/6 pupils feel afraid of going to school because of bullying at least 'sometimes'. This rises to 57% of gender questioning children and 52% of those with a disability or long-term illness.*

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non-statutory guidance. In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying.

The School Inspection Toolkit (2025) requires inspectors to consider the extent to which “leaders and staff create a positive environment in which bullying, unlawful discrimination, harassment, including sexual harassment, victimization, physical and/or sexual violence and derogatory language are not tolerated” and in which “leaders and staff support pupils who are affected by bullying....so that they feel safe and confident at school.”

This policy outlines both the preventative work we do with the children to reduce the risk of bullying behaviour occurring, and how we respond when incidents of bullying arise. This policy is consistent with the DfE publication [Preventing and Tackling Bullying \(2017\)](#) and the DfE statutory requirements for Relationships Education and Health Education (2020).

This Anti-Bullying Policy should be read in conjunction with our Relationships Education Policy, Safeguarding and Child Protection Policy, Acceptable Use Policy, PSHCE Policy and Behaviour Policy.

1.3 Inclusion

We are aware of our responsibilities under the [Equality Act 2010](#) to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that any child may be affected by bullying. We also seek to raise awareness via our preventative education programme with the children that sometimes bullying is related to prejudice. This learning aims to

support children to recognise the views of others and to help them understand that identities, lifestyle choices and attitudes will differ among people, but that prejudice and intolerance are always unacceptable.

1.4 Safeguarding

Keeping Children Safe in Education 2025 states that all staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that child-on-child abuse includes bullying, both on and offline. When staff have concerns about child-on-child abuse, this information is shared with the Designated Safeguarding Lead in line with our Safeguarding and Child Protection Policy.

We are aware that bullying may also occur between adults and children. If this occurs, responses may go beyond the scope of this policy.

1.5 Defining Bullying

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

At our school we define bullying as:

- 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. (Antibullying Alliance)
- Repeated negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe. This can happen both online and offline. (Diana Award Definition)

There is no legal definition of bullying. This is the definition we have adopted as a school through consultation with children, parents/carers and staff.

The three/four key elements of this definition are that the behaviour is:

- Hurtful/negative
- intentional
- repetitive
- involves a power* imbalance

*Power may relate to physical size or number of people involved in the behaviour. It may also be related to the target being part of a marginalised group e.g. protected characteristic, care experienced, FSM. Power imbalance may also be created by repetition of the behaviour, which disempowers the target.

We will use the terms:

- 'Bullying behaviour' rather than describing a person as a 'bully'. We intend that this will avoid the self-fulfilling effect of labelling.
- 'Target' rather than 'victim'. We intend that this will avoid the self-fulfilling effect of labelling.

1.6 Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some CYP may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of CYP. These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented
- appearance or health conditions
- home circumstances e.g. young carers or looked-after children

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some CYP can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

1.7 Recognising Signs and Symptoms

The school recognises the fact that some CYP are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. CYP who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Being unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other CYP
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or get 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away

- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Where CYP are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse/G.P. and the Child and Adolescent Mental Health Service.

1.8 Recognising reasons why CYP may bully

The school recognises the fact that CYP may bully for a variety of reasons. Recognising why CYP bully supports the school in identifying CYP who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of CYP who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some CYP may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Section 2 Implementing the Anti-bullying Policy in our School

2.1

This Anti-Bullying Policy is set within the wider context of the school's overall vision, aims and values.

At Teversham CE Primary school:

Our Vision

Inspired by God's love for us,
we seek to be
a loving, serving, learning community
in which our **belief** that
all people should be valued
for who they are in God's image
creates a culture where
all can explore, discover, flourish
and therefore **achieve** their best.

Our Values

As a Church School we live out our Christian Values every day in everything we do and in our relationships with each other. Our core values are: Hope, Courage, Forgiveness, Thankfulness, Truthfulness and Perseverance.

There are many Christian values that are also important for us, with love as the golden thread. These include:

Agape - love; Koinonia - community; compassion; peace; justice; service; self-sacrifice; hope; humility; wisdom; respect; reverence; trust; friendship; creation and stewardship.

Our aims:

- To provide a safe, happy and supportive school where pupils and adults enjoy working, learning and achieving highly together.
- To promote Christian values and foster spiritual development.
- To encourage children to become good citizens through nurturing respect for themselves, others and the world around them.
- To develop children as independent and self-motivated learners who are self-disciplined members of the community.
- To provide high quality learning opportunities within a broad, balanced, accessible and inspiring curriculum (see Curriculum Intent).
- To provide a supportive and professional atmosphere where all members of the school community can work and develop individually as part of a team.
- To nurture imagination and inspire dreams.
- To promote physical, mental and emotional wellbeing to enable everyone to develop a healthy lifestyle.

The school believes that all members of the school community need to feel safe and happy in order to be able to learn and flourish. Providing a safe and happy place to learn is also essential for whole school development, promoting equality and diversity, and raising achievement and attendance. The school has allocated responsibility for anti-bullying to the school's SLT, SENCO and PSHE Coordinator, who will support the coordination of a whole school approach to managing this important issue. This work on anti-bullying includes the following core elements:

- Supporting staff to implement the school's Anti-Bullying Policy and practice
- Overseeing the effectiveness of the school's anti-bullying prevention and response strategies
- Co-ordinating anti-bullying curriculum opportunities
- Analysing and evaluating data to inform policy development and practice.

2.2 The Role of Preventative Education

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting therapeutic behaviour management strategies as part of the school's Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE and Citizenship
- Ensuring that the school's anti-bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing regular Circle Time, enabling CYP to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies/ Play leaders / Peer Mediators
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports CYP's emotional wellbeing.
- Providing confidential communication systems such as Listening/Tell Boxes and working with CYP to identify key individuals with whom they can confide

- Providing publicity including information leaflets for CYP and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- Providing Friendship/nurture groups and construction/lego club
- Providing information on support agencies such as ChildLine and Family Lives including telephone numbers for help lines and addresses for supportive websites
- Working in partnership with other schools/local authority services on anti-bullying initiatives

2.3 Delivering the Curriculum for Positive Relationships and Anti-Bullying in our school

The school acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE and Citizenship curriculum supports the development of CYP's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for CYP to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for CYP to learn about bullying in relation to the wider context of diversity and inclusion.

- The school adopts the Primary Cambridgeshire Personal Development Programme for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles
- The school recognises and participates in the national Anti-Bullying week, which provides an annual intensive focused week on the subject of recognising and combating bullying.

Work on bullying as part of the PSHE and Citizenship curriculum is taught through:

- Designated lessons/focused events
- Other curriculum areas such as Religious Education, History, ICT
- Enrichment activities such as visits from the Life Education Centre, drama groups/Theatre in Education, outside agencies.

See the school's SMSC policy for further detailed information on curriculum planning, teaching methodologies and teaching resources.

We recognise that there will be some children within the school who have previously or are currently affected by bullying and we will employ teaching and learning strategies to support all children to access the learning in a way which feels safe for them, including:

Using **Distancing Techniques** such as fiction, puppets, case studies, role-play, videos, which enable them to discuss issues without disclosing personal experience.

Establishing **Ground Rules** such as not naming others when discussing friendship/bullying experiences, the right to pass during Circle Time activities to enable all children to feel safer as they participate in learning in this subject area.

2.4 Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including CYP who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Teaching and support staff who are trained in listening skills and anti-bullying issues
- Tell/Listening boxes in class which are monitored regularly
- Buddies, older pupils and adults other than class teachers, to whom CYP who are experiencing bullying may turn
- Peer mediators

- Parent support partnership

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in CYP are recorded and communicated to the whole school community via:

- The local authorities anti-bullying leaflet for parents/carers
- The School Anti-bullying Display board in main corridor
- The school's website
- The school's curriculum

2.5 Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all CYP that bullying behaviour is unacceptable to the school and will not be tolerated. At our school, all CYP are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The class teacher and the SLT are responsible for responding to incidents of bullying. The school will investigate the incident and decide on an appropriate course of action.

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection Policy and procedures. Statutory guidance on safeguarding CYP identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

The procedure and stages in responding effectively to bullying at our school are:

Monitoring and recording behaviour and relationship issues

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves speaking to the lunch-time supervisors who may need to monitor behavior and report back to class teachers or the head teacher. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing.

Children are always listened to and any incidents recorded on MyConcern. If the child or adult believe that this is potential bullying, then the MyConcern incident will be tagged as such.

Making sure the person being bullied is safe and feels safe

When a CYP reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately using MyConcern. The log will include:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Note: In Cambridgeshire, schools regularly report prejudice-related incidents to the local authority. This information allows the local authority to compare school trends with locality area and county trends and

enables the local authority to monitor the occurrence of incidents and identify underlying trends in racist, homophobic and disability-related bullying so that appropriate and relevant training and support can be provided to schools.

Deciding upon a response. After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures CYP causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

This school uses The Support Group Method/other restorative approaches as appropriate to the situation. *Adults may choose not to use the term “bullying” with the child who has caused harm as this is usually not helpful in changing behavior and in restoring relationships.* The school believes that all bullying is unacceptable but that many CYP who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

In situations where the school has decided to use The Support Group Method /other restorative approaches, the school will complete Section C of the Bullying Incident Report Form and then refer to and follow the relevant guidance for record keeping for this particular strategy (**see Appendix E Responding to Incidents of Bullying: The Support Group Method**) rather than completing the other sections of the Bullying Incident Report Form. *(With many restorative approaches, such as the Support Group Method, it is inadvisable to interrogate and gather accounts from perpetrators and witnesses as this tends to inflame situations and is not conducive to establishing a restorative approach where perpetrators are more likely to come to terms with the harm they have caused, accept responsibility for their actions and feel compelled to change their behaviour).*

Use of Sanctions

In certain cases of bullying, the school will consider the use of sanctions, which is an educational consequence of their behavior, in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. **Consequences will be protective, educational and restorative, always with the aim of ensuring that there is no repeat of the anti-social behavior.**

Sanctions will be applied fairly and proportionately in accordance with the school’s Behaviour Policy, taking account of any special educational needs or disabilities that CYP may have and taking into consideration the needs of vulnerable CYP. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the CYP’s disability or SEN and the extent to which they understand and are in control of what they are doing. All sanctions are intended to:

- Develop understanding from the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other CYP that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. Like the school’s restorative approach, sanctions for bullying are intended to hold CYP to account for their behaviour and ensure that they face up to the harm they

have caused and learn from it. They also provide an opportunity for the CYP to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

The school will draw upon the school's Behaviour Policy and follow the system for sanctions as deemed appropriate, which includes:

- Involving CYP in developing appropriate 'fair consequences' for those who have been involved in bullying
- Removing/ separating CYP from other individuals or groups of CYP
- Removing/excluding CYP from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Confiscating personal property in accordance with the school's agreed criteria, particularly where the item is being used to cause harm to others e.g. mobile phone

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. However this would always be a last resort and where it is clear that there is serious risk of harm to others.

Some CYP who have been subjected to bullying can be provoked into retaliatory behaviour. Where an attack has been provoked after an experience of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

2.6 Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. At our school, the class teachers and SLT are responsible for monitoring and following up incidents of bullying. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a CYP has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

2.7 Responding to incidents of cyberbullying

The school will follow the above procedures alongside the school's E-Safety policy (see Safeguarding policy) which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

2.8 Responding to incidents of bullying which occur off the school premises.

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which CYP socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, the school will follow the guidance in the Behaviour Policy on regulating the conduct of CYP at times when they are not on the premises of the school and/or not under the lawful control or charge of a member of staff.

The school encourages CYP to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise awareness among the whole school community of possible risks within the community e.g. trouble spots,
- Alert colleagues in other schools whose pupils are bullying off the school premises
- Make contact with local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations)
- Map safe routes to school in the event of a CYP being bullied on their journey to school
- Offer CYP and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology.

2.9 Working with Parents /Carers

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be informed. Parents/carers will be contacted personally or via a phone call/ email and may be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded within MyConcern. The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher and if necessary, the head teacher or deputy head teacher will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/member of staff. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded on MyConcern. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The school adopts a problem solving approach with parents/carers e.g. *'It seems your son/daughter and (other child) have not been getting on very well'* rather than *'your son/daughter has been bullying...'* Staff may choose not to use the word "bullying" with the perpetrator. While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in CYP and how to approach the school to register concerns/incidents and seek support is available via the:

- The local authority anti-bullying leaflet for parents/carers
- School's notice/information board
- School's website
- School's positive behaviour and
- Anti-bullying awareness events

2.10 Following Up / Supporting and Monitoring

After following the school's procedures for responding to an incident of bullying (see section **Responding to Incidents of Bullying**), the school will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that CYP feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from CYP and involve CYP helping themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- Providing opportunities for class/ or Circle Time where CYP can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for CYP to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way.
- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services, Race Equality and Diversity Services.

- Providing opportunities for CYP who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals.

Section 3 Involving the Whole School Community

3.1 Children and Young People's Consultation and Participation

The school considers listening to the voices of CYP and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes listening to CYP and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Pupil voice surveys include questions regarding their views on friendships and any experiences of bullying. CYP are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school's Anti-Bullying Policy and practice and engaging in initiatives to support an anti-bullying ethos in school. CYP actively participate in:

- Identifying when and where the bullying happens
- Identifying new forms of bullying e.g. types of cyberbullying
- Making decisions about how to address and tackle bullying
- Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination

The school adopts a number of democratic methods/systems for promoting pupil consultation including:

- Focus groups and face to face discussions with small groups of CYP
- Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts
- Surveys
- Listening systems such as school council/worry boxes

3.2 Whole Staff Awareness and Training Opportunities

The school endeavours to ensure that teachers and other adults working with CYP are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in CYP and how to identify vulnerable CYP who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's Policy and procedures on preventing and responding to incidents of bullying, including providing short and long term support to those affected by bullying. The school's approach to anti-bullying work is included within induction programmes for new staff (including temporary and supply staff). The views of staff are sought as part of the school's review and evaluation of the Anti-Bullying Policy and used to inform developments and enhance the school's anti-bullying ethos and practice.

3.3 Involving Outside Agencies

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support CYP are equipped with the skills and knowledge to address bullying effectively. Local support and guidance is accessed from county wide services.

Section 4 Development of the Policy

4.1

This policy has been developed in consultation with pupils, governors and parents/carers.

Parents/carers have been consulted directly and asked for feedback on draft policy.

Parents/carers and pupils have also been represented by Parent Governor feedback.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

4.2 Engaging with Pupils

We will involve pupils in the evaluation and development of the Anti-Bullying Policy in ways appropriate to their age.

- We will obtain pupils' views about which parts of school feel safe to them and how pupils could be helped to feel safer in school.
- We will consult pupils about their perception of the strengths of our Anti-Bullying provision and the areas to be further developed.

4.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able consider the extent to which leaders, teachers and learners create an environment where bullying, child-on-child abuse or discrimination are not tolerated, and establish whether staff deal with bullying issues quickly and effectively when they do arise. In order to facilitate this process, the Anti-bullying Policy appears annually on the agenda of one governors' meeting. The policy is available on the school's website. A link governor for Anti-Bullying has been nominated.

4.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy and respect and we seek to work in partnership with parents/carers in our approach to Anti-Bullying. We will encourage this partnership by:

- Sharing details of our Anti-Bullying approach on our website
- Promoting our definition of bullying, so that all members of the school community are aware of it.
- Informing parents/carers by newsletter or leaflet of forthcoming Anti-Bullying topics.
- Informing parents/carers about our Anti-Bullying approach as their child joins the school through the school brochure/prospectus/website
- Inviting parents to discuss their views and concerns about Anti-Bullying on an informal basis.
- Signposting parents/carers to sources of support to help them address the needs of their child if their child has been affected by, is engaging in, or has witnessed bullying behaviours.

Section 5 Monitoring and Evaluating the Anti-Bullying Policy

5.1

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated by the SLT and the PSHE co-ordinator and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, CYP and parents/carers using a range of methods such as:

- Surveys and questionnaires
- Staff meetings

- Class discussions/PSHE lessons
- Pupil voice
- Feedback from parents
- Governors meetings

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of CYP, and places and times where bullying may be occurring. Other informative data includes:

- Parental complaints to the school or local authority regarding bullying
- Exclusion data relating to bullying
- Risk assessment for CYP who exhibit sexually inappropriate or harmful behaviours
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Information contained in School Development Plans.

The results of the review are used to inform areas for school development, which are included in the School Development Plan and other appropriate actions plans.

Appendix A - Responding to Incidents of Bullying – The Support Group Method

This appendix outlines the restorative processes and approaches the school will take when responding to incidents of bullying. This appendix includes an outline of *The Support Group Method*.

The Support Group Method – Introduction

The Support Group Method, developed by Barbara Maines and George Robinson, was first outlined in *Educational Psychology in Practice* (1991). The approach addresses bullying by forming a support group of children and young people who have been bullying and/or have been involved as bystanders. It uses a problem-solving approach, without apportioning blame, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting.

For further information, see 5A The Support Group Method and 5B Recording Sheets for the Support Group Method

The Support Group Method – A Seven Step Structure

Step one – talk with and listen to the target

Aims of this step:

- To understand the pain experienced by the target
- To explain the method and gain permission to proceed
- To discuss who will make up The Support Group
- To agree what will be recounted to the group.

Step two – convene a meeting with the people involved

The facilitator arranges to meet with the group of children who have been involved and suggested by the target. A group of six to eight children works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable children are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of the group members to bring about the best outcome.

Step three – explain the problem

The facilitator starts by telling the group that s/he is worried about the target who is having a very hard time at the moment. By asking the group to listen to his/her own worries, the facilitator can divert some suspicion or irritation which might be directed towards the target.

The facilitator recounts the story of the target's unhappiness and may use a piece of writing or a drawing to emphasise the target's distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

When the account is finished the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood by stating explicitly that:

- no-one is in trouble or going to be punished.
- it is the facilitator's responsibility to help the target to be happy and safe but they cannot do it without the help of the group.
- the group has been convened to help solve the problem

Step five – ask the group members for their ideas

Group members are usually genuinely moved by the account of the target's distress and relieved that they are not in trouble.

Each member of the group is then encouraged to suggest a way in which the target could be helped to feel happier.

Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses and does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. S/he thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later, the facilitator discusses with the target how things have been going. S/he then meets with the group to discuss how things have been going for them. This allows the facilitator to monitor the bullying and keeps the children involved in the process.

Appendix B – Defining prejudice-related bullying

We recognise that:

- **any** child may be affected by bullying
- sometimes bullying is related to prejudice.

The definition of a prejudice-related incident is derived from The Stephen Lawrence Inquiry Report (1999) definition of a racist incident:

- any incident which is perceived to be prejudice-related [racist] by the victim or any other person.

All incidents of prejudice-related bullying in schools constitute a prejudice-related incident. However not all prejudice-related incidents would constitute prejudice-related bullying. To determine if prejudice-related incident/s are bullying, refer to our definition of bullying, see 1.2 above.

We record prejudice-related incidents, including prejudice-related bullying. *This information is collated and shared with the Local Authority/Governing Body, using the Prejudice Reporting for Education (PRfE) system. We analyse this information at school level to identify any patterns of behaviour and consider tailoring our curriculum provision in the light of this analysis.*

The [Equality Act 2010](#) outlines the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. There may be occasions where prejudiced-related incidents need to be reported to the police as a hate crime.

In addition to prejudice-related bullying linked with one or more of the protected characteristics, children may be targeted due to other prejudices, for example due to their home circumstances.

1. Bullying related to race, culture, ethnic origin or faith

10% of young people who are bullied think it was because of attitudes towards their race while 4% believe it was because of attitudes towards their religion (Ditch the Label, 2017).

Gypsy, Roma and Traveller children and young people experience high levels of bullying and exclusion in schools, have lower attainment levels and are among those most likely to be excluded from school (Equality & Human Rights Commission, 2016).

We recognise that children may be bullied due to their race, cultural background, ethnic origin or faith. We take all incidents of bullying, including race and faith targeted bullying and prejudice seriously. Bullying related to race, culture, ethnic origin or faith will be recorded as a prejudiced-related incident. We support children to recognise the views of others and to help them understand that identities, lifestyle choices, views and attitudes will differ among people, but that prejudice, racism and intolerance are always unacceptable.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work
- our 'Anti-Bullying' units of work which explore different forms of prejudice-based bullying
- introducing children to picture books that explore different people's lives and empathise with different points of view
- our wider school Curriculum, ensuring that we teach about authors, scientists, historians, explorers, inventors, musicians etc. with a range of different protected characteristics
- our Religious Education Curriculum
- carefully selecting resources (books, images, photographs, film clips etc) that reflect back the diverse families, religions and backgrounds of our children, so that everyone feels included.
- promoting our school values
- ensuring all our staff members model respectful behaviour towards others
- encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline
- ensuring all our staff members challenge all prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.

2. Bullying related to sex, gender identity and sexual orientation

Nearly half of LGBT pupils are bullied for being LGBT at school (Stonewall School Report, 2017)

We recognise that any child may experience bullying based on sexist attitudes, misogynistic attitudes or gender stereotyping. Children who do not conform to gender stereotypes, who do not identify with a binary definition of gender, those identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender) can become targets of bullying. Children can also be targeted on the basis of their perceived or actual sexual orientation.

We take all incidents of bullying, including sexist, misogynistic, homophobic, biphobic and transphobic bullying and prejudice seriously. Bullying related to sex, gender identity or sexual identity will be recorded as a prejudice-related incident. We support children to recognise the views of others and to help them understand that identities, lifestyle choices, views and attitudes will differ among people, but that sexism, prejudice and intolerance are always unacceptable.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- celebrating the diverse range of family structures represented in our school community so that all children feel valued and see their own family situation reflected back
- our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work
- our 'Anti-Bullying' units of work which explore different forms of prejudice-based bullying
- introducing children to picture books and resources that reflect diverse family structures
- carefully selecting resources (books, images, photographs, film clips etc) that challenge gender stereotypes

- ensuring that our extra-curricular activities and clubs are not offered to one gender but are open to all
- promoting our school values
- ensuring all our staff members model respectful behaviour towards others
- encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline
- ensuring all our staff members challenge sexist/misogynistic/homophobic/biphobic/transphobic or otherwise prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.

3. Bullying related to special educational needs and disabilities

Primary school pupils with special educational needs are twice as likely as other children to suffer from persistent bullying. (Institute of Education 2014)

We recognise that children with a special education need or disability may be targeted by bullying behaviour. We take all incidents of bullying, including disablist bullying and prejudice seriously. Bullying related to a special education need or disability will be recorded as a prejudice-related incident. We support children to celebrate their own unique abilities and talents and recognise those of others. We also help them to understand that prejudice and intolerance are always unacceptable.

Our Special Educational Needs and Disabilities Coordinator (SENDCo) is Helen Thorpe. For more information about how we support children with special educational needs and disabilities, see our SEND Policy.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- celebrating the diverse range of skills, talents and attributes of our school community
- our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work
- our 'Anti-Bullying' units of work which explore different forms of prejudice-based bullying
- our wider school Curriculum, ensuring that we celebrate the contributions made by those with special educational needs or disabilities to science, literature, music, sport, music etc.
- introducing children to picture books that enable exploration of these themes
- carefully selecting resources (books, images, photographs, film clips etc) that challenge stereotypes about special educational needs and disability, and reflect our diverse population
- promoting our school values
- ensuring all our staff members model respectful behaviour towards others
- encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline
- ensuring all our staff members challenge disablist or otherwise prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.

4. Bullying related to appearance

Appearance related bullying is bullying that targets an aspect of a person's appearance. It could be that they are bullied for their size, height or disfigurement. It can often be linked with other types of bullying such as racist bullying, disablist bullying, sexist bullying and bullying of LGBT+ young people. It is often thought of as the most common reason for children experiencing bullying. (Anti-Bullying Alliance, 2021)

We recognise that children may be targeted due to factors related to their appearance. We take all incidents of bullying seriously, including when a child is targeted because of their appearance. Whilst not a protected characteristic according to the Equality Act, we record bullying related to appearance a prejudice-related incident. We support children to develop body confidence and to recognise the value of personal qualities and attributes over factors such as appearance. We also help them to understand that prejudice and intolerance are always unacceptable.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work
 - our 'Anti-Bullying units of work which explore different forms of prejudice-based bullying
 - our 'Body Image' unit with children in year 5 and 6
 - carefully selecting resources (books, images, photographs, film clips etc) that reflect our diverse population
 - introducing children to picture books that promote enable exploration of these themes
 - promoting our school values
 - ensuring all our staff members model respectful behaviour towards others
 - encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline
 - ensuring all our staff members challenge prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.
5. Bullying related to family circumstances - care experienced children

Care-experienced young people (i.e. looked after children and those who have been in care) are among the groups who are most vulnerable to bullying. Challenges that may face looked after children are: several placements; having to adapt to new situations/people repeatedly; losing contact with friends and often extended members of family. Children in care report twice the level of bullying than other children in primary years (Safe To Play, 2008).

We recognise that children who are care-experienced may experience bullying due to their family circumstances. We take all incidents of bullying seriously, including when a child is targeted because of their family circumstances. Whilst not a protected characteristic according to the Equality Act, we record bullying related to family circumstances as a prejudice-related incident. We support children to recognise that family structures vary, and that prejudice and intolerance are always unacceptable.

The Head Teacher, Rebecca Simpkin Smith, is the school lead for Looked After Children and Previously Looked After Children. For more information about how we support our Looked After Children and Previously Looked After Children see our Looked After Children (LAC) Policy.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- celebrating the diverse range of family structures represented in our school community so that all children feel valued and see their own family situation reflected back
 - our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work
 - our 'Anti-Bullying units of work which explore different forms of prejudice-based bullying
 - promoting our school values
 - ensuring all our staff members model respectful behaviour towards others
 - encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline
 - ensuring all our staff members challenge prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.
6. Bullying related to family circumstances- young carers

Research has shown that young carers are a vulnerable group and are significantly more likely to be bullied. Young carers have a range of responsibilities which might include caring for a sick relative or friend. This can have

a significant impact on their lives which can leave them feeling different or isolated from their peers, they may miss out on social opportunities and are more likely to be bullied or harassed (Carers Trust, 2016).

We recognise that children who are young carers may experience bullying due to their family circumstances. We take all incidents of bullying seriously, including when a child is targeted because of their family circumstances. Whilst not a protected characteristic according to the Equality Act, we record bullying related to family circumstances as a prejudiced-related incident. We support children to recognise that family structures vary, and that prejudice and intolerance are always unacceptable.

We have a named school lead for Young Carers (Sue Lander). For more information about how we identify, and support young carers see our Young Carers Policy.

We celebrate diversity, promote inclusion and encourage children to be respectful towards and accepting of difference through:

- celebrating the diverse range of family structures represented in our school community so that all children feel valued and see their own family situation reflected back
- our PSHE Curriculum especially the 'Diversity and Communities,' 'Anti-Bullying,' 'Working Together' and 'Rights, Rules and Responsibilities' units of work
- our 'Anti-Bullying units of work which explore different forms of prejudice-based bullying
- promoting our school values
- ensuring all our staff members model respectful behaviour towards others
- encouraging the children via our school values/behaviour policy to demonstrate respectful behaviour to others both online and offline
- ensuring all our staff members challenge prejudicial language if it is used in school and using these occasions as teaching opportunities to explain to children why such language is offensive and therefore unacceptable to use.

More information about groups of children who may be at greater risk of bullying can be found on the Anti-Bullying Alliance website here: [Groups of young people more likely to experience bullying | Anti-Bullying Alliance](#)

Appendix C- Linked National Documents

[Preventing and Tackling Bullying \(2017\)](#)

[Keeping Children Safe in Education](#)

[Equality Act 2010](#)

[RSE and Health Education](#)

[Bullying and the Law – Summary from The Anti-Bullying Alliance](#)

Adopted: 10th February 2026

Date of next review: February 2028

After approval by the Governing Body this policy will be electronically signed by Rev. Nick Moir, Chair of Governors