



Parkside Primary School

Anti-Bullying Policy

Reviewed April 2026

Anti-Bullying Policy

At Parkside Primary School, we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it

We are committed to safeguarding and promoting the welfare of our pupils and providing a caring, friendly and safe environment for all our children so that they are free from harassment and discrimination.

Our Aims

- To provide a safe, caring environment for the whole school community, especially the children in our care
- To create an anti-bullying culture whereby no bullying will be tolerated
- To encourage and develop respect and understanding for others
- To instil in children that bullying is unacceptable and that all reports of bullying will be taken seriously, recorded and acted upon
- To reassure children that they will be listened to and will know that it is all right to tell
- To eliminate intimidating behaviour and promote a school ethos in which each pupil is safe and able to flourish and thrive
- To fully investigate any report of bullying and maintain detailed records of incidents, reports and complaints
- To take appropriate action, including exclusion in cases of severe bullying
- For the Headteacher to monitor all incidents of bullying during the school year
- To maintain a separate list of any racist incidents
- To heed parents/carers concerns and keep them informed of actions taken in response to a complaint
- To recognise that even if there are no reported cases of bullying, such abuse may still be taking place and is simply not being reported. All staff will remain vigilant and proactive in identifying potential bullying behaviour.

The School Ethos

We want all our children to meet our mission/vision statement and we endeavour to support all the children to embody it. Please see it below:

Proud to Shine

Growing In Excellence Every Day



At Parkside Primary School, we have a zero-tolerance approach to bullying and all forms of child-on-child abuse. Bullying should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate the diversity of our school community. We adopt a contextual safeguarding and trauma-informed approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

We are aware that bullying can happen, and recognise that preventing, raising awareness and consistently responding to any cases of bullying will be a priority to ensure the safety and well-being of all our pupils. All staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse.

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for:

- Reviewing this policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school’s ethos when conserving this policy
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with bullying (and promoting that it is not tolerated in any form at Parkside)
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the behaviour and safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour and anti-bullying policy consistently
- Promoting how bullying in any form is not tolerated at Parkside
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour/bullying incidents promptly
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents (including Carers)

Parents and carers, where possible, should:

- Understand the school's behaviour and anti-bullying policy and reinforce it at home where appropriate
- Understand how bullying in any form is not tolerated at Parkside
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour and/or bullying with the school directly, whilst continuing to work in partnership with the school □ Take part in the life of the school and its culture

Pupils

Pupils will be made aware of the following during their induction into the school:

- The expected standard of behaviour they should be displaying at school including following the school's Golden and Playground rules
- That they have to follow both the behaviour and anti-bullying policy

- That bullying in any form is not tolerated at Parkside
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Extra support and induction will be provided for pupils who are new starters throughout the academic year

Safeguarding

This Anti-Bullying Policy should be read in conjunction with our Child Protection and Safeguarding Policy. All forms of bullying are recognised as child-on-child abuse and are addressed within our safeguarding procedures. Where bullying incidents raise safeguarding concerns, they will be managed in line with our Child Protection Policy and may result in referrals to external agencies.

Our Child Protection Policy includes comprehensive procedures for managing all forms of child-on-child abuse, including bullying, and sets out the systems in place for children to confidently report abuse, how allegations will be recorded and investigated, and clear processes for supporting victims, perpetrators and other children affected.

The school recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good standards of behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour and could lead to instances of bullying. The children should be encouraged to be responsible for their own Learning Journeys thus empowering and motivating them and reducing, as a byproduct, negative behavioural patterns.

Curriculum areas such as PSHE, RE, Geography, Music and Languages actively promote diversity discussions and enable children to understand about differences. We use antibullying workshops, assemblies, 'circle time' activities and PSHE content and to teach our pupils how to manage relationships and friendships in a constructive and positive manner.

Training for Staff

As part of their induction process, our staff are provided with regular training on managing children's behaviour and dealing with any instances of bullying. This training forms part of our comprehensive safeguarding and child protection training programme. For existing staff, safeguarding training (including anti-bullying) is updated at least annually, with additional updates provided when necessary or when statutory guidance changes.

All staff training includes online safety, and staff understand the expectations, roles and responsibilities in relation to our filtering and monitoring systems and how these help protect pupils from online bullying.

Types of Bullying

Bullying is recognised by this school as being a form of [child-on-child](#) abuse which can take many forms. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group.

Parkside does not accept bullying in any form. Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of Bullying	Definition and Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Racial Bullying/Harassment

Racist bullying includes bullying based on ethnicity, skin colour, language, religious or cultural practices. Racial bullying will not be tolerated in Parkside Primary and will be treated firmly and effectively. Racial incidents are reported to the Governing Body and Local Authority as required.

Sexual Bullying

Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), including any remarks that are intended to cause offence, humiliation or intimidation. Sexual bullying has an impact on both genders.

Our approach to Sharing of Nude and Semi-Nude Images

The consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) is a form of bullying and child-on-child abuse that we take extremely seriously.

When an incident involving nude or semi-nude images comes to our attention, we will:

- Respond in line with the UKCIS guidance 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- Never view, copy, print, share or save the imagery ourselves
- Immediately inform the Designated Safeguarding Lead (DSL)
- Confiscate the device involved and secure it
- Assess whether the incident requires a referral to police and/or children's social care (the DSL will make this decision)
- Consider the vulnerability of all pupils involved
- Provide appropriate support to all pupils affected
- Record the incident on CPOMS
- Inform parents/carers unless doing so would put the child at greater risk

We recognise that consensual image sharing between older children of the same age may require a different response to non-consensual sharing. However, pupils still need to know that creating and sharing such images is illegal, whilst non-consensual sharing is both illegal and abusive.

Homophobic Bullying

Homophobic bullying is behaviour or language which makes someone feel unwelcome or marginalised because of their actual or perceived sexuality. This may be because of their appearance, behaviour, physical traits or because they are, or have friends or family who are lesbian, gay, bisexual, transgender or gender variant.

Discriminative Bullying

Discriminative bullying can include bullying based on any perceived weakness such as children from Foster Homes, Care Homes, young carers, those with disabled siblings or

parents, single parent families or low economic backgrounds. It can also include bullying aimed at those who may be seen as high attainers or gifted and talented.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a form of bullying and can happen at all times of the day, with a potentially bigger audience, as content can be forwarded on. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Cyberbullying can include bullying by means of accessing the internet using mobile phones, computers, I-pads and games consoles. This can be through texts, email, webcams, video images, chatrooms, message boards, social network sites and virtual worlds. Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others.

At Parkside, we have robust filtering and monitoring systems in place to help protect pupils from accessing inappropriate content and to identify potential online bullying. All staff understand their role in relation to these systems and know how to report concerns. Our online safety measures are regularly reviewed and updated.

Parents/carers are encouraged to discuss online safety with their children at home and to monitor their children's online activity. We provide regular online safety workshops for parents/carers to support them with this.

Special Education Needs or Disabilities (SEND)

Pupils with special educational needs or disabilities, or Mental Health issues, might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

At Parkside, we acknowledge that bullying can happen in any school and at any time of the school day (for example during school trips and after school extra-curricular clubs).

We seek to create an environment where bullying cannot thrive: when it happens it is dealt with quickly, in a manner that supports the young person being bullied and educates the young person doing the bullying. In response to a complaint of bullying, our behaviour and discipline procedures will be followed.

Prevention

All staff are made aware of the issues of bullying and the need to apply the school's policy of zero tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it. Pupils will be made aware of our Anti-bullying Policy through anti-bullying workshops, Assemblies and PSHE and we will teach our pupils how to manage relationships in a constructive way. This may be introduced through roleplay

techniques, circle time or other PHSE activities as this can be an effective way of sharing information and providing a forum for discussing important issues such as equal rights, relationships and acceptable behaviour. In case some children may be worried about openly discussing an incident when the possible aggressors are present, pupils will be encouraged to speak to a member of the Pastoral Team or put a note in the Worry Box if they are concerned. To combat the potential for cyber-bullying at Parkside, we feel the best way is to prevent it happening in the first place. This is achieved through a range of strategies including the teaching of the Computing and PSHE content, regular online safety workshops for both pupils, staff and parents/carers and regular themed assemblies.

Children are also encouraged to support their peers by informing a member of staff if they have witnessed an incident of bullying. All children need to feel secure in the knowledge that they will be listened to.

Early Help and Identification

All staff are trained to identify children who may benefit from early help, either because they are at risk of being bullied or because they are displaying bullying behaviours. Early help means providing support as soon as a problem emerges.

Where staff identify concerns, they will discuss these with the Designated Safeguarding Lead who will determine what support or intervention is appropriate. This may include:

- Referral to our Pastoral Team
- Small group work on friendship skills or emotional regulation
- One-to-one mentoring
- Referral to external early help services
- Involvement of parents/carers in developing support strategies

We adopt a contextual safeguarding approach, which means we consider the different relationships and environments that children experience, and how these may make them vulnerable to bullying or may contribute to bullying behaviour. We also use trauma-informed approaches to understand and respond to the underlying needs of children involved in bullying incidents.

Relational Conflict

The school works hard to ensure that all children and staff know the difference between bullying and simply 'falling-out' or 'relational conflict'.

Relational Conflict

Accidental
Occasional
Remorse and effort to resolve
Power Balance

Bullying

Deliberate
Repeated
No Remorse
Imbalance of power

However,

**Abuse is abuse and should never be tolerated or passed off as 'banter'
Or 'part of growing up'.**

Promoting the Anti-Bullying Message at Parkside

- In addition to having a strong and consistent approach to incidents of bullying Parkside also works to develop an atmosphere where bullying cannot thrive, through its whole-school approach
- Our children are encouraged to be 'Proud to Shine'
- All staff will praise, encourage and reward co-operative, caring behaviour
- We will be good role models for our young people, by showing respect and care for each other
- We will provide an environment where children feel accepted and valued.
- We will promote anti-bullying strategies across the academic and pastoral curriculum, such as in assemblies, PSHE, 'circle time' activities and anti-bullying workshops
- Staff will be given opportunities for training in ways to deal with pupils who bully and those being bullied
- Staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying
- Parents/carers will be provided with information about how they can support their children if bullying is reported to them
- Online safety workshops are held for pupils, staff and parents on an annual basis □
We try to make classroom activities and lessons sensitive to all children's needs □
We teach assertiveness and teach victims to say 'No' and to get help. A named mentor/friend may be appointed for the pupil to confide in

How to report bullying concerns

At Parkside, we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community. We log instances of bullying on CPOMS.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to any member of school staff. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to. The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system (CPOMS) and other relevant members of staff will be alerted. The member of staff will directly alert SLT and/or the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry boxes where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly. Even if the behaviour/incident which has

been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

How our staff will respond to reports of bullying

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but staff must also be aware of the sometimes hidden nature of emotional bullying. Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

- Take it seriously
- Never ignore suspected bullying
- Inform the Headteacher
- Do not make premature assumptions
- Support pupils
- Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- Keep detailed records
- Refer the victim and the bully to the Pastoral Team to help them develop strategies to build self confidence
- Follow up proven cases to check bullying has not returned
- Reassure the victim that they are not responsible for the behaviour of the bully
- Extra supervision or monitoring
- Mediation between the bully and the victim

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMS). These records are used to identify trends and inform our school's preventative work. Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis.

The Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (or deputy DSL) will be informed of all bullying incidents recorded on CPOMS. The DSL will:

- Review all bullying incidents to identify any safeguarding concerns
- Determine whether the incident requires referral to external agencies such as children's social care or the police
- Ensure appropriate support is in place for all pupils involved
- Monitor patterns and trends in bullying behaviour across the school
- Liaise with other agencies where appropriate
- Ensure that serious bullying incidents are recorded appropriately in pupils' safeguarding files

Discussing Bullying with Parents/Carers

We understand that it can be very difficult for a parent/carers to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on our recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert SLT and the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Information Sharing and Confidentiality

We are committed to maintaining appropriate confidentiality when dealing with bullying incidents. However, safeguarding children is our paramount concern, and we have a duty to share information where this is necessary to keep children safe.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Where we believe a child is at risk of significant harm, we will share information with appropriate agencies including children's social care and the police, even if we do not have parental consent to do so.

We will always aim to discuss our concerns with parents/carers and seek their consent to share information unless doing so would place the child at greater risk.

Staff understand that 'safeguarding of children and individuals at risk' is a processing condition that allows us to share special category personal data without consent where there is good reason to do so, and where sharing information will enhance the safeguarding of a child in a timely manner.

Bullying taking place outside the School Premises

Bullying behaviour can take place both inside and outside of school. Bullying outside of school may include incidents of cyber-bullying; bullying on the way to and from school; and any arguments between peers outside of school that can lead to bullying behaviour.

There may also be additional problems in families that have an impact on the children in our school. This could include racism, harassment, family feuds, domestic violence and gang-related behaviour. If both the victim and the bully are from Parkside School, action will be taken as if the incident has occurred within the school, and this includes informing parents/carers.

However, if a child from Parkside Primary is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no reoccurrence. Where possible, Parkside Primary will support pupils who have been bullied by pupils from another school or by other persons, especially on their way to or from school.

In these circumstances, the following steps should be taken.

- Talk to the Head Teacher of the other school whose pupils are bullying off school premises
- Talk to the Police about problems on a local level
- Talk to pupils about how to avoid or handle bullying situations

Record Keeping and Information Transfer

All bullying incidents are recorded on our school's recording system (CPOMS). Serious or persistent bullying incidents will form part of a child's safeguarding record.

When a child leaves Parkside Primary School, the Designated Safeguarding Lead will ensure that their child protection file (which includes records of serious bullying incidents) is transferred to the new school or college as soon as possible. This will be:

- Within 5 days for an in-year transfer, or
- Within the first 5 days of the start of a new term

The DSL will ensure secure transit of these records and will obtain confirmation of receipt. These records will be transferred separately from the main pupil file.

The DSL will also consider whether it would be appropriate to share any additional information with the new school in advance of the child leaving, to allow the new school to have support in place when the child arrives.

Records of bullying incidents will be retained in line with our data retention policy and statutory requirements.

The effects of bullying

Children who are bullied are more likely to:

- Have low self-esteem
- Develop anxiety or depression
- Become socially withdrawn, isolated and lonely
- Have lower academic achievements due to avoiding or becoming disengaged with school
- Be unable to form trusting, healthy relationships with friends or partners in the future

Children who bully are more likely to:

- Be excluded from school
- Develop depression or anxiety
- Be abusive towards their partners or children in adult life

Children who witness bullying are more likely to:

- Feel powerless
- Live in fear
- Feel guilty

Signs of bullying in children:

- Low self esteem
- Unexplained injuries
- Nervous
- Anxious
- Depression
- Lost or broken possessions
- Playing alone
- Changes in attitude
- Truanting or lack of interest in schoolwork
- Feigning illness
- Self-harm
- Clinging to adults
- Weight loss
- Crying
- Mood changes

Parkside's commitment to Anti-Bullying

It is clear that the effects of bullying can be extremely damaging, both in the short term, through unhappiness, distress or injury and in the long-term as a result of reduced school performance, poor attendance and low self-esteem and that these effects may be felt into adult life.

We acknowledge that bullying can happen in any school and at Parkside we seek to create an environment where it cannot thrive: when it happens it is dealt with quickly, in a manner that supports the young person being bullied and educates the young person doing the bullying. In response to a complaint of bullying, our behaviour and discipline procedures will be followed. Staff will make a full investigation, keep detailed records and inform the Headteacher who will apply sanctions as necessary.

We want all our pupils:

- to know how to report any bullying
- to not stand by and witness bullying
- to feel confident that any bullying-related issues will be dealt with
- to understand what discriminatory language and behaviour is, and its effects

This could include:

- name-calling
- making threats
- making people feel small
- making hurtful remarks and comments
- dares – making someone do something they don't want to
- whispering about others
- laughing at a hurt or upset person
- preventing someone getting help
- ignoring people and leaving them out
- mocking differences
- damaging work or belongings

- hiding belongings
- pressurising children to join in inappropriate behaviour

We want all our school staff (including visitors):

- To use their role in the school to promote the school's values;
- To be alert to the potential situations where bullying may occur;
- To know how to respond when bullying is reported;
- To be aware of the different types and ways of bullying;
- To be good role models for relationships within the school;
- To understand the importance of using inclusive language

We want all our parents/carers:

- To be confident that their children are safe at school;
- To know how to seek support from the school if bullying has occurred;
- To trust the school to deal with any reported bullying in a swift, sensitive and appropriate way.
- To share their concerns with the school at the earliest opportunity and be prepared to work with school to keep their children safe in future.
- To work with the school if their child is responsible for bullying other children, and agree a plan to prevent further incidents.

School Response to reported bullying behaviour:

In every case the incident will be taken seriously and the response could include some or all of the following in line with our Behaviour Policy:

- Referred immediately to the Headteacher or Deputy Headteacher
- Pupils will have to explain their behaviour
- A written report will be made
- Head teacher will inform the Governing Body
- A suitable sanction will be applied, depending on circumstances, with the clear message that bullying behaviour must not be repeated
- Parents/carers will be informed
- A suitable intervention will be organised, if required
- Referral to the Pastoral Team
- Referral to the Social Inclusion Team and a Pastoral Support Plan (PSP) put in place
- Referral to Early Help
- Referral to Social Care if the nature of the bullying is such that there is a risk of 'significant harm'
- Suspension and Permanent Exclusion (in line with our Behaviour Policy)
- Refer to the police if the incident is very serious

Bullying and the Law

- Under the Equality Act 2010 it is against the law to discriminate against anyone because of 'protected Characteristics'. Staff must act to prevent discrimination, harassment and victimisation within the school.

- Section 89 of the Education and Inspections Act 2006 states that schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. It also gives Head teachers the power to discipline their students for any bullying incidents outside of school 'to such an extent that is reasonable'.
This power extends to journeys to and from school as well as cyber bullying which often takes place out of school.
- The school may need to address bullying as a child protection issue under the Children's Act 1989 'where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm'.
- Keeping Children Safe in Education, September 2025, reinforces that child-on-child abuse can include bullying (including cyber-bullying), gender-based violence / sexual assaults and sexting.

The role of Governors

Please also see the 'Governors Written Statement of Behaviour Principles'.

- The governing body supports the head teacher in all endeavours to eliminate bullying from our school
- They will not allow bullying to take place in our school, and will ensure that any incidents of bullying that do occur will be taken very seriously and dealt with appropriately
- They will monitor any incidents of bullying that occur, and review the effectiveness of the school policy regularly
- The governors will ensure that the head teacher keeps accurate records of all incidents of bullying and report to the governors on request, the effectiveness of the school anti-bullying strategies
- Should a report of suspected bullying be made to the governing body by a parent, they will respond within ten days. The governing body will notify the Headteacher and ask her to conduct an investigation into the case and to report back to a representative of the governing bod
- The governors will review the policy annually

Complaints

We take all complaints seriously. If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures.

Further help and support can be found at:

ChildLine 0800 1111 childline.org.uk

Kidscape 020 7730 3300 info@kidscape.org.uk

This policy should be read together with our Behaviour Policy, Safeguarding & Child Protection Policy, Online Safety Policy, Child-on-Child Abuse Policy, RSHE Policy, Staff Code of Conduct, Equality Plan, Special Educational Needs and Disabilities Policy and Report, and the School's Golden Rules and our Vision, Aims and Values.

This policy is based on DfE guidance:

Preventing and Tackling Bullying July 2017,
Keeping Children Safe in Education 2025
Sexual Violence and Sexual Harassment between children in schools and colleges 2021.
Cyberbullying Advice for Head teachers and School Staff 2014

Policy reviewed: April 2026