



## **ANTI BULLYING POLICY**

May 2026

*'Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying,'*  
The White Paper, 2010.

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This policy should be read alongside the:

- Behaviour & Relationships Policy (May 2026)
- Safeguarding & Child Protection Policy
- Peer on Peer Abuse Policy
- E-Safety Policy
- SEND and Inclusion Policy,
- Positive Handling Policy
- Suspension & Exclusion Policy.

This policy reflects current Department for Education (DfE) guidance including:

- Preventing and Tackling Bullying (DfE, July 2017)
- Behaviour in Schools (DfE, 2022)
- Keeping Children Safe in Education (KCSIE, current edition)
- Searching, Screening and Confiscation (DfE, 2022)
- Equality Act 2010
- Working Together to Safeguard Children (current guidance)

## 1. Statement of Intent

At Broad Oak Primary School we are committed to providing a safe, inclusive, nurturing and respectful environment where all pupils can learn free from fear, intimidation, discrimination or bullying. We are a 'telling school' and all members of the school community are expected to report concerns about bullying so that incidents can be addressed quickly, consistently and effectively.

Our anti-bullying approach is underpinned by the relational and restorative principles outlined within the Behaviour & Relationships Policy 2026. We recognise that all behaviour is a form of communication and that pupils require support, guidance and appropriate consequences to develop safe and respectful relationships.

## 2. Definition of Bullying

In line with DfE guidance and the school's Behaviour & Relationships Policy, bullying is defined as:

**'The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.'**

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

Bullying is therefore:

- Deliberately hurtful
- Repeated over time
- Difficult for the victim to defend themselves against

Bullying can include:

- Physical bullying – hitting, kicking, pushing, damaging belongings
- Verbal bullying – name calling, taunting, threats, intimidation
- Emotional bullying – exclusion, humiliation, spreading rumours
- Racist bullying
- Disablist bullying or bullying related to SEND
- Homophobic, biphobic or transphobic bullying
- Sexist or sexual bullying and harassment
- Online/cyber bullying through social media, messaging, gaming or image sharing
- Prejudice-based bullying linked to protected characteristics under the Equality Act 2010

The school recognises that low-level behaviours, discriminatory language or ‘banter’ can escalate if left unchallenged. All incidents will therefore be addressed appropriately.

### **3. Aims of the Policy**

The aims of this policy are to:

- Promote a culture of kindness, safety and respect
- Prevent bullying through education, vigilance and positive relationships
- Ensure all pupils, parents and staff understand how concerns can be reported
- Respond consistently and effectively to all reports of bullying
- Support both the victim and the pupil displaying bullying behaviours
- Ensure appropriate recording, monitoring and safeguarding procedures are followed
- Ensure consistency with the Behaviour & Relationships Policy 2026

### **4. Preventing Bullying**

Broad Oak Primary School promotes a proactive approach to preventing bullying through:

- Explicit teaching of the behaviour expectations:
  - Be Kind
  - Be Safe
  - Be Ready to Learn
- The school’s restorative and relational approach
- PSHE and RSHE curriculum teaching
- Assemblies, Anti-Bullying Week and pupil voice activities
- Teaching emotional regulation through the Zones of Regulation
- Consistent use of restorative conversations
- Strong adult supervision at unstructured times
- Online safety education
- Clear reporting systems for pupils and parents
- Promoting inclusion, equality and diversity
- Consistent behaviour systems and recording procedures outlined in the Behaviour & Relationships Policy 2026

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## 5. Reporting Concerns

Pupils are encouraged to speak to any trusted adult if they are worried about bullying. Parents and carers should report concerns to the class teacher in the first instance, or to a member of the Senior Leadership Team if appropriate.

Staff must:

- Take all reports seriously
- Listen carefully and reassure pupils
- Record concerns appropriately
- Inform the Behaviour Lead and/or DSL where necessary
- Consider safeguarding implications including peer-on-peer abuse

## 6. Responding to Bullying

When bullying is reported or suspected, staff will:

1. Speak separately to the pupils involved and gather information
2. Record the incident on CPOMs and/or Behaviour Tracker/IRIS as appropriate
3. Inform relevant leaders and parents
4. Implement immediate actions to keep pupils safe
5. Use restorative approaches where appropriate
6. Apply logical consequences in line with the Behaviour & Relationships Policy 2026
7. Monitor pupils carefully following the incident

Responses may include:

- Restorative meetings
- Increased supervision
- Support plans or reasonable adjustments
- Parent meetings
- Seclusion or suspension in serious cases
- Referral to external agencies
- Police involvement where behaviour may constitute a criminal offence

## 7. Online Bullying

The school recognises that bullying can occur online and may continue outside school hours. Incidents of cyberbullying will be treated seriously where they:

- Cause harm to another pupil
- Affect the orderly running of the school
- Involve pupils identifiable as members of the school community

The school will work with parents, external agencies and, where appropriate, the police to respond to online bullying.

## 8. Bullying Outside School

In accordance with the Education and Inspections Act 2006, the school may respond to bullying occurring outside the school site where it impacts pupils, staff or the wider school community. This includes incidents

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occurring:

- On the journey to and from school
- On school trips
- Online
- In the local community

## 9. Support for Pupils

The school recognises that both victims and perpetrators of bullying may require support.

Support for pupils experiencing bullying may include:

- Check-ins with trusted adults
- Safe spaces and increased supervision
- Emotional wellbeing support
- Restorative support
- Parent meetings

Support for pupils displaying bullying behaviour may include:

- Restorative work
- Emotional regulation support
- Behaviour plans and reasonable adjustments
- SEMH interventions
- Work with parents and external agencies

## 10. Recording, Monitoring and Safeguarding

All bullying concerns and incidents will be recorded appropriately. Patterns of behaviour will be monitored by the Behaviour Lead and Senior Leadership Team.

Where bullying behaviour indicates possible safeguarding concerns, the school will follow the Safeguarding & Child Protection Policy and KCSIE procedures.

Behaviour and bullying data will be reviewed regularly to ensure no groups of pupils are disproportionately affected.

## 11. Roles and Responsibilities

The Governing Board will:

- Monitor the effectiveness of this policy
- Ensure the school fulfils its legal duties

The Headteacher and Senior Leaders will:

- Promote a positive anti-bullying culture
- Ensure staff receive appropriate training
- Monitor incidents and responses

Staff will:

- Model respectful behaviour

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- Challenge inappropriate language and behaviour
- Record and report concerns promptly

Parents and carers will:

- Work in partnership with the school
- Report concerns promptly
- Support the school's expectations and values

Pupils will:

- Treat others with kindness and respect
- Report concerns or bullying
- Support others to feel safe

## **12. Monitoring and Review**

This policy will be reviewed annually by the Headteacher, Behaviour Lead and Governing Board, or sooner if statutory guidance changes.

### **Cross-Reference to Behaviour & Relationships Policy 2026**

This Anti-Bullying Policy aligns directly with the school's Behaviour & Relationships Policy (May 2026), particularly in relation to:

- Restorative approaches and logical consequences
- The definition of bullying and unsafe behaviour
- Recording on CPOMs, Behaviour Tracker and IRIS
- The use of the Zones of Regulation
- SEND and SEMH reasonable adjustments
- Safeguarding responses and peer-on-peer abuse procedures
- Seclusion, suspension and exclusion procedures
- Positive handling and staff responsibilities