



and



Abbots Farm Preschool

Anti-bullying Policy

November 2025
Review by November 2027

Designated Lead: Mrs J Lovejoy (Headteacher)

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Statement of intent

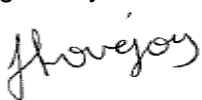

Abbots Farm Infant and Abbots Farm Preschool we are committed to providing a caring, friendly and safe environment for all our children so that they can learn in a secure atmosphere; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst children. These measures are part of the school's Behaviour and Relationships Policy, which is communicated to all children, school staff and parents.

All staff, parents and children work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Signed by:

	Headteacher	Date: 25/11/25
	Chair of governors	Date: 25/11/25

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE 'Preventing and tackling bullying'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education 2025'
- DCMS, DSIT, and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour and Relationships Policy
- Complaints Policy and Procedure
- Online Safety Policy
- PSHE inc RSHE Policy
- Pupil Confidentiality Policy
- Safeguarding and Child Protection Policy
- Suspension and Exclusion Policy

2. Definition

We have chosen to adopt Warwickshire Anti-bullying Partnership's definition of bullying:

When a child's or group of children's behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physical and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- 'Badly different', alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

It could be bullying, when a child, or group of children have been made aware of the effects of their behaviour on another child, and they continue to behave in the same manner, this **is** bullying.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The child displaying bullying behaviour(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

It is important to understand that bullying is **not** the *odd occasion* of children falling out with friends or saying things because they are upset, or when the occasional trick or joke is played on someone.

Vulnerable children are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable children may include, but are not limited to:

- Children with SEND.
- Children who are adopted.
- Children suffering from a health problem.
- Children with caring responsibilities.
- Children from socioeconomically disadvantaged backgrounds.

3. Types of bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another child because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and bi-phobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

4. Roles and responsibilities

The governing body is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that children are taught how to keep themselves and others safe, including online.

The headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a [Bullying Report Form](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for children and parents when more serious bullying incidents occur.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training* for staff members.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for children who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the headteacher of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Reporting any instances of bullying once they have been approached by a child for support.

Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is experiencing bullying behaviour or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the class teacher of any changes.
- Supporting their child to keep evidence of cyber bullying and informing a member of staff should their child fall victim to cyber bullying.

Children are responsible for:

- Informing a member of staff if they witness bullying or are experiencing bullying behaviour of bullying.
- Not making counter-threats if they are experiencing bullying behaviours of bullying.

- Walking away from dangerous situations and avoiding involving other children in incidents.
- Informing a parent/carers if someone is being unkind online (cyberbullying).

***Staff Training on Bullying and Safeguarding**

- All staff receive annual safeguarding training which includes specific guidance on recognising and responding to bullying, including child-on-child abuse and cyberbullying.
- Additional training is provided throughout the year to address emerging trends and reinforce best practices.
- New staff receive induction training that includes the school's anti-bullying procedures and safeguarding expectations.

5. Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

6. Prevention

At our school, we take a proactive and nurturing approach to prevent bullying. We help children learn how to be kind, respectful and safe through a range of age-appropriate strategies and activities:

- Each class agrees on how to follow our three school rules: **Be Responsible, Be Safe, and Communicate Well.**
- Regular **circle time** and class discussions help children talk about friendships and feelings.

- Children are taught to say “**Stop, I don’t like it**” firmly, and to speak to an adult if the behaviour continues.
- Stories and books are shared to help children understand bullying and the importance of kindness.
- We celebrate diversity and difference through lessons that promote respect for everyone.
- Drama and role play activities help children practise being confident and assertive.
- Co-operative behaviour is encouraged and praised across the school.
- Bullying and respectful behaviour are explored through our PSHE and RHSE curriculum, using the Jigsaw Scheme.
- The **Taking Care Project** is delivered twice a year in all year groups. It helps children understand their right to feel safe and teaches protective behaviours. These lessons support our anti-bullying work and encourage children to speak up if something doesn’t feel right.
- Children learn about friendship, how to form positive relationships, and how to include others.
- Anti-bullying assemblies raise awareness and celebrate diversity.
- We take part in Anti-Bullying Week using resources that are suitable for young children.
- Children know they can talk to any adult in school and that they will be listened to.
- Each class has a calm box to help children manage their emotions.
- E-Safety Ambassadors help children learn how to stay safe online.
- Online safety is taught throughout our computing curriculum.
- We hold whole-school E-safety days to reinforce safe online behaviour.
- Behaviour incidents are carefully monitored to identify any patterns that may suggest bullying.

Whole-School Responsibility

Everyone in our school community is made aware of this policy and their role in keeping children safe from bullying. All staff operate an **open-door policy**, meaning children can speak to any adult if they are worried or have seen something unkind.

Any reports or concerns about bullying will be taken seriously and investigated by a member of staff.

Supporting Emotional Wellbeing

We understand that children’s mental health and wellbeing can affect behaviour. We are committed to:

- Supporting children who may be showing signs of distress or emotional difficulty
- Providing help for children who may be displaying bullying behaviours, so they can develop positively and feel safe and supported

Supporting Children with SEND

We take extra care to safeguard children with Special Educational Needs and Disabilities (SEND), recognising that they may be more vulnerable to bullying. We:

- Monitor incidents involving children with SEND closely
- Make reasonable adjustments to ensure their safety and inclusion
- Adapt behaviour responses to meet individual needs
- Ensure the DSL and SENCO work together to provide inclusive and effective support

Listening to Children – Pupil Voice

We value children’s voices and involve them in shaping our anti-bullying approach. Children are encouraged to:

- Share their views through surveys, school council, and assemblies
- Help review and improve our policies
- Lead kindness and inclusion activities across the school

7. Signs of bullying

Children may show different signs or changes in behaviour if they are experiencing bullying. Staff and parents should be alert to these signs and take them seriously. If a child shows any of the following behaviours, it may be a sign that something is wrong and should be investigated:

- Appears frightened or reluctant to come to school
- Becomes quiet, withdrawn, anxious or loses confidence
- Starts to stammer or struggle to speak clearly
- Talks about running away or tries to leave unexpectedly
- Has trouble sleeping or experiences nightmares
- Complains of feeling unwell in the mornings
- Begins to struggle with schoolwork or loses interest in learning
- Comes home with damaged clothing or belongings
- Frequently loses personal items
- Has unexplained bruises, cuts or marks
- Shows aggressive or disruptive behaviour
- Begins to bully other children or siblings
- Stops eating or shows changes in appetite
- Seems afraid to say what's wrong
- Gives unlikely explanations for injuries or behaviour

These signs may not always mean a child is being bullied, but they could indicate other emotional or social difficulties. Staff will respond with care and investigate sensitively.

If a child shows several of these signs, a trusted adult will speak with them to understand what might be happening and offer support. This may involve the Designated Safeguarding Lead (DSL) if needed.

Recognising Children Who May Display Bullying Behaviours

Staff will also be aware of factors that may lead a child to display bullying behaviours. These may include:

- Experiencing emotional or mental health difficulties
- Being affected by domestic abuse at home
- Feeling stressed due to challenges with learning or schoolwork

If staff notice any of these factors, they will inform the headteacher, who will monitor the situation and ensure appropriate support is provided.

Monitoring Attendance and Wellbeing

The school understands that bullying can affect attendance. In line with *Working Together to Improve School Attendance*, we:

- Monitor attendance data to spot patterns that may suggest bullying
- Work closely with the DSL and attendance lead to support children who may be missing school due to bullying

Additional signs that may indicate bullying include:

- Avoiding school or school activities
- Physical injuries without clear explanation
- Signs of emotional distress or low mood
- Low self-esteem or confidence
- Tiredness or difficulty concentrating
- Sudden changes in behaviour
- Acting in ways that are not typical for their age
- Showing harmful behaviour towards others

Staff will respond to any concerns with care, ensuring children feel safe, listened to and supported.

8. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying. Unpleasantness from one child towards another is always challenged and never ignored.

Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the child experiencing bullying behaviour has given consent to, or there is a safeguarding concern. If a member of staff believes a child is in danger, e.g. of being hurt, they will inform a Designated Safeguarding Lead (DSL) immediately.

Follow-up support is given to both the child experiencing bullying behaviour and child displaying bullying behaviour in the months following any incidents, to ensure all bullying has stopped.

9. Child-on-Child Abuse

Our school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment, sexual violence, and other harmful behaviours. We are committed to ensuring that all children feel safe, respected, and supported.

Sexual harassment refers to unwanted conduct of a sexual nature, whether online or offline, that violates a child's dignity, makes them feel intimidated, degraded or humiliated, or creates a hostile or offensive environment. If left unchallenged, it can lead to more serious abuse, including sexual violence.

To prevent child-on-child abuse and address wider societal influences, we educate children through the curriculum, assemblies, and PSHE lessons. These are tailored to be age-appropriate and cover topics such as:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- Understanding that sexual harassment and violence are always wrong

All staff are trained to:

- Recognise that children of any age or gender can abuse their peers
- Understand that abuse can happen inside or outside of school, and that lack of reports does not mean it isn't occurring
- Take all reports of abuse seriously, regardless of the characteristics of those involved
- Never dismiss abuse as "banter" or "part of growing up"
- Challenge harmful behaviours, including inappropriate touching or sexualised comments
- Be aware of the increased vulnerability of children with SEND, who are more likely to experience abuse
- Avoid assuming that indicators of abuse are related to a child's SEND and always explore concerns further

Forms of sexual harassment may include:

- Sexualised jokes, taunts, or name-calling
- Telling sexual stories or making sexual remarks

- Deliberately brushing against someone
- Displaying sexual images or videos
- Upskirting (a criminal offence)
- Online sexual harassment, such as sharing sexual imagery or making sexual comments on social media

Children will be taught how to raise concerns and understand how these will be handled, including how to report worries about friends or peers. Staff will be sensitive to the fact that children may feel scared, embarrassed, or unsure how to speak up.

Managing Disclosures

Children experiencing bullying behaviours will always be taken seriously, reassured, supported and kept safe. They will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a child experiencing bullying behaviour makes a report or a member of staff overhears a conversation, staff will act immediately. They will never assume someone else will deal with it. Staff will consider why the child has not reported the incident themselves and handle the situation sensitively, involving the DSL where necessary.

Any allegations involving a child with SEND will be recorded by the DSL, who will work with the SENCO to determine the best course of action in the child's best interests.

Confidentiality and Safeguarding

The school will only share information with staff and external agencies who are directly involved in supporting the child or investigating the concern. If a child asks for confidentiality, the school will explain that it may not be possible to keep the information private if it is necessary to protect them or others from harm.

The DSL will consider the following when making decisions about confidentiality:

- Parents will be informed unless doing so places the child at greater risk
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to **Families Connect**
- Reports of rape, assault by penetration, or sexual assault will be passed to the police

More information about our approach to preventing and managing child-on-child abuse can be found in our Safeguarding and Child Protection Policy, and Pupil Confidentiality Policy.

10. Cyber bullying

Cyberbullying is when someone uses technology, like phones, tablets or computers, to upset, hurt or frighten others. It can happen at school, at home, or anywhere, and can affect children, staff, and families. Because it can happen at any time and in many places, it can feel even more personal than face-to-face bullying.

Cyberbullying can include:

- Unkind or threatening messages sent by text or online
- Embarrassing or hurtful pictures or videos shared without permission
- Silent or upsetting phone calls
- Mean or threatening emails, sometimes sent using fake names
- Unpleasant messages in online chats or games
- Hurtful posts on websites or social media

This list is not complete – cyberbullying can happen in other ways too.

Our school has a zero-tolerance approach to cyberbullying. We treat it as seriously as any other form of bullying. If we become aware of any incidents, we will follow the steps outlined in our behaviour and safeguarding policies.

Spotting the Signs

Staff and parents will work together to notice signs that a child may be experiencing or taking part in cyberbullying. These may include:

Signs a child may be experiencing cyberbullying:

- Avoiding using their device or computer
- Seeming upset when receiving messages or calls
- Spending more time than usual on their phone or tablet

Signs a child may be cyberbullying others:

- Quickly hiding or turning off their screen when someone is nearby
- Acting secretively when using devices
- Getting upset when devices are taken away
- Spending a lot of time online

Parents will be given information during the year to help them understand cyberbullying and what to look out for. They are encouraged to speak to the headteacher if they have any concerns.

Responding to Cyberbullying

Cyberbullying can be different from other types of bullying. For example:

- It can happen on many platforms at once
- It can continue outside of school hours
- The person being bullied might not know who is doing it
- The person doing the bullying might not realise how hurtful their actions are
- There may be evidence, like screenshots or messages, that can help us understand what happened

Children and staff are taught not to respond or retaliate to cyberbullying. Instead, they should:

- Save any evidence (e.g. take screenshots)
- Report the incident to a trusted adult or the headteacher

If something upsetting is posted online, the person affected will be supported to report it to the website or platform. If the person who posted it is known to the school, the headteacher may ask them to remove it.

We will support children who have experienced cyberbullying by talking with them about how they feel and checking whether the bullying has stopped.

Online Safety – Filtering and Monitoring

To help keep children safe online:

- The school uses filtering and monitoring systems to block harmful content and alert staff to concerns
- These systems are regularly checked to make sure they are suitable for young children
- Staff are trained to understand and respond to online safety reports
- The school uses the DfE's *Plan Technology for Your School* service to help choose the best tools

In line with the **Education Act 2011**, the school may check and act on any material found on devices if needed, involving the Designated Safeguarding Lead (DSL) or police where appropriate.

11. Procedures

All staff will respond calmly and consistently to all allegations and incidents of bullying including racism and homophobic bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard.

Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- Class teacher or other member of staff informed
- Staff will make sure the child experiencing bullying behaviour is and feels safe
- Appropriate advice will be given to help the child experiencing bullying behaviour
- Staff will listen and speak to all children involved about the incident separately
- Staff will reinforce to the bully that their behaviour is unacceptable
- Informal discussion with the parents of the children involved
- Discussion of the situation with the Headteacher or Deputy Head, who may be involved immediately.
- The problem will be identified and possible solution suggested and an early resolution sought to discussing ways to help the children and the situation at the earliest opportunity
- The bully may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (See Section 12)
- In all cases parents will be informed and will be invited to come into school for a meeting to discuss the problem
- Both bullied and bullying parents are informed that the situation is being monitored by the class teacher/s concerned
- If possible the children will be reconciled
- An attempt will be made and support given to help the bully understand and change his/her their behaviour
- Continuing support will be offered should the child experiencing bullying behaviour feel it is needed
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- All incidents are recorded in a behaviour log. However, where the incidents are repeated the Head Teacher will record them in a Bullying and Incident log and discusses the matter with the child and parent.
- Bullying incidents will be discussed regularly at staff meetings
- The Headteacher will report any incidents of bullying termly to governors

12. Sanctions

If the headteacher is satisfied that bullying did take place, the child will be helped to understand the consequences of their actions, how the child experiencing bullying behaviour is feeling and what they will do differently so that there are no further incidents.

The headteacher and the child who is displaying bullying behaviour will decide on an appropriate consequence to be used in this instance and any future consequences if the bullying continues. This will often involve the child being with an adult whilst other children have unstructured time.

Other sanctions may include:

- The bully may experience loss of class privileges
- Spend time with the headteacher or a member of the Senior Leadership Team (SLT)
- Spend lunchtimes with an adult
- Suspension or exclusion as a response to bullying to be used as a last resort

All sanctions to be relative to the severity of the bullying and will take into consideration any repetition of the bullying.

Parents are informed of bullying incidents and what action is being taken.

The headteacher will formally monitor the children involved over the next half-term.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude a child unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Suspension and Exclusion Policy.

13. Support

In the event of bullying, the child experiencing bullying behaviours will be offered the following support:

- Emotional support and reassurance from a trusted adult
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the child who is displaying bullying behaviour might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to split up the child experiencing bullying behaviour and child who is displaying bullying behaviour(s), e.g. preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary as long as statutory class sizes of 30 are adhered to. The child experiencing bullying behaviours will be encouraged to broaden their friendship groups.

For a month after the initial complaint of bullying, the class teacher holds an informal discussion with child and parent, on a weekly basis, to check whether the bullying has stopped. The headteacher holds a formal meeting, on a monthly basis with child and parent, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the headteacher, child and parent are confident the bullying has stopped.

The child experiencing bullying behaviour is encouraged to tell a trusted adult in school if bullying is repeated. The school will work with the child experiencing bullying behaviour to build resilience and ensure they are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

The school will work with the child who is displaying bullying behaviour regarding any underlying mental health or emotional wellbeing problems and support them in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

14. Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Safeguarding and Child Protection Policy.

The headteacher has a specific statutory power to discipline children for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate children's conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline children for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the child on school premises, or elsewhere when the child is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police, or the PSCO, of the action taken against a child. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

15. Record Keeping

The Headteacher and other DSL's will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

The headteacher and other DSL's will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain children that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.

- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

16. Monitoring and review

This policy is reviewed every **two years** by the Headteacher and governing body. Any changes to this policy will be communicated to all relevant stakeholders.

The scheduled review date for this policy is **November 2027**.

Bullying Report Form

This form will be sent to the headteacher upon completion.

Personal details	
Name of person reporting incident:	
Name of child(s) being bullied:	
Class:	
How may we contact you (please circle)?	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details
What happened?

Where did the incident take place?

When did the incident occur?

Who has been suspected of bullying?

Did anyone else see the incident?

According to the child experiencing bullying behaviour, how often does the bullying take place?

According to the child experiencing bullying behaviour, how long has the bullying been going on?

HELP GUIDE

WHAT CHILDREN CAN DO IF THEY ARE BEING BULLIED

- Be assertive – shout “STOP. I DON’T LIKE IT!”
- Walk away confidently
- Don't fight back it may make things worse
- Go straight to a teacher or another adult in school and tell them. They will support you.
- Take a friend with you if you are scared to tell someone by yourself
- Teachers will take you seriously and will help to stop the bullying
- Don't blame yourself for what has happened.
- Don't keep quiet about it. Bullying is wrong.
- Be proud of who you are.
- Stay with a group of friends.
- Tell your family

IF YOU KNOW SOMEONE IS BEING BULLIED

- Take action. Watching and doing nothing looks as if you are on the side of the bully. It makes the child experiencing bullying behaviour feel more unhappy and alone.
- If you feel you cannot get involved, tell a grown up straight away. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be friends with a bully.

WHAT PARENTS CAN DO IF THEY BELIEVE THEIR CHILD IS BEING BULLIED

- It is important that you advise your child not to fight back. It can make matters worse.
- Make sure your child knows our policy on bullying and that they need not be afraid to ask for help.
- If you feel your child may be experiencing bullying behaviour, let the school know. Your concern will be taken seriously and appropriate action will follow.