

INKBERROW PRIMARY SCHOOL

Love to Learn, Learn to Care

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

ANTI BULLYING POLICY



We are determined that everyone who learns or works in our school feels safe and secure. To this end we do not accept bullying in any form

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1. Policy Statement

Inkberrow Primary School is committed to providing a safe, respectful and inclusive environment where all pupils and staff can learn and work free from bullying, harassment and discrimination. Bullying in any form will not be tolerated. We will prevent bullying, respond swiftly and proportionately to any concerns, and support all children involved to restore safety and promote positive relationships.

2. Purpose and Scope

This policy sets out our whole-school approach to preventing and tackling bullying. It applies to all pupils, staff, parents/carers, governors, volunteers and visitors, and covers behaviour in school, online, on educational visits and in the community where conduct impacts on members of the school or the school's reputation.

3. Definitions

3.1 What is bullying

Bullying is behaviour by an individual or group that is intentional, often repeated, and causes physical or emotional harm to another individual or group. Bullying may involve an imbalance of power (e.g. size, age, status, knowledge of vulnerabilities or group numbers). A single serious incident may be treated as bullying if it has a significant harmful impact.

3.2 Forms of bullying

Physical (e.g., hitting, kicking, taking belongings)

Verbal/Written (e.g., name-calling, taunts, threats, offensive comments)

Social/Relational (e.g., exclusion, humiliation, rumours)

Prejudice-based or discriminatory (e.g., racist, faith-targeted, sexist, homophobic, biphobic, transphobic, disability-based)

Sexualised bullying; Online/cyberbullying (e.g., via messaging, social media, gaming, images/video).

3.3 Bullying vs. Conflict

Not all conflict, fall-outs or friendship issues are bullying. Staff will assess intent, repetition, power imbalance and impact to determine the appropriate response.

4. Legal and Policy Framework

- Education and Inspections Act 2006 – powers and duties to regulate pupil conduct and address behaviour beyond the school gate (s.89).
- Equality Act 2010 – duties to eliminate discrimination, advance equality of opportunity and foster good relations; protection relating to protected characteristics; reasonable adjustments for disabled pupils.
- Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies (DfE, 2017).
- Keeping Children Safe in Education (current) – treating bullying as a safeguarding concern where appropriate, including child-on-child abuse and online harms.

5. Inclusion and Equality

We promote a culture where every pupil feels safe, valued and able to participate fully in school life. We celebrate diversity and actively challenge discrimination, prejudice and harmful language. We recognise that some pupils may be more vulnerable to bullying, including pupils with SEND, those with protected characteristics, pupils who are disadvantaged, children in care and young carers. Staff make reasonable adjustments and remove barriers so that all pupils have equitable access to the curriculum, social opportunities and support. Through our curriculum, assemblies and wider pastoral systems, we teach respect, kindness and responsible citizenship and create a strong sense of belonging for all.

6. Roles and Responsibilities

6.1 Governing Board

- Monitor implementation and impact of this policy, including analysis of bullying data and safeguarding trends.
- Receive an annual report on bullying incidents, actions and impact.
- Ensure policies and resources enable a whole-school approach.

6.2 Headteacher and Senior Leaders

- Set and model the culture and expectations that bullying is unacceptable.
- Ensure systems for reporting, recording (CPOMS) and responding are effective and understood.
- Ensure all staff (including midday supervisors and volunteers) receive training and updates.
- Use behaviour, safeguarding and attendance data to identify patterns and target preventative action, including outside school and online.

6.3 All Staff and Volunteers

- Take all concerns seriously; respond promptly and proportionately.
- Record incidents on CPOMS and inform the class teacher and DSL/Head as appropriate.
- Teach and promote respectful relationships, challenge derogatory or discriminatory language, and use restorative conversations where appropriate.

6.4 Pupils

- Be kind and respectful.
- Speak up: tell a trusted adult if you or someone else is being bullied; use the agreed reporting routes.
- Include others and be an upstander, not a bystander.

6.5 Parents and Carers

- Inform the school promptly if you have concerns.
- Work with the school to resolve issues; avoid sharing concerns on social media.
- Support your child with agreed actions and reinforce respectful conduct online and offline.

7. Prevention: Curriculum, Culture and Environment

- High-visibility expectations for conduct; clear routines in classrooms and communal areas.
- Planned teaching through RSHE/PSHE, computing and assemblies on kindness, respectful language, consent, stereotypes, online safety and how to report concerns.
- Active supervision in hotspots (e.g., corridors, toilets, playgrounds) and thoughtful zoning/activities at breaktimes.
- Pupil voice: school council, safeguarding ambassadors/digital leaders, surveys and suggestion routes informing practice.
- Staff training and briefings, including for support staff and volunteers.
- Parent education and communication (e.g., website guidance, workshops on online safety).
- Use of data to target preventative work (e.g., specific year groups, times, locations).

8. Reporting Concerns

Pupils, staff and parents can report concerns to any trusted adult in school, the class teacher, the Designated Safeguarding Lead (DSL) or via the school office. Anonymous reporting routes may be used where available. All reports are taken seriously and acted upon promptly.

9. Responding to Incidents (Procedures)

1. Acknowledge and safeguard: check immediate safety; separate pupils if needed; consider medical/mental health needs.
2. Record: log on CPOMS on the same day, including location, time, type of bullying and those involved; alert class teacher and DSL/Head as appropriate.
3. Initial enquiries: speak with those involved and witnesses; assess against the definition of bullying, including whether the incident may involve prejudice-based or sexualised behaviour and whether it is a safeguarding concern.
4. Inform parents/carers of those involved within appropriate timescales, unless doing so places a child at risk.
5. Decide actions: apply proportionate sanctions in line with the Behaviour Policy; put in place support for the child who has experienced bullying; agree education and support for the child who has bullied to address underlying causes; consider restorative approaches where suitable and safe.
6. Plan review: set review date(s) to monitor safety and progress; continue to track on CPOMS and evaluate impact. Escalate to external agencies if risk indicates.

10. Recording, Monitoring and Evaluation

All incidents, actions and outcomes are recorded on CPOMS. Senior leaders review trends at least termly (e.g., type, location, cohort, protected characteristic) and report patterns, actions and impact to governors annually. Data informs curriculum planning, supervision, staff training and environmental changes.

11. Supporting Pupils

- For pupils who have experienced bullying: safety planning; named adult; check-ins; peer support; reasonable adjustments; curriculum catch-up; signposting to early help or external services where needed.
- For pupils who have bullied others: clear boundaries and sanctions; guided reflection; targeted support (e.g., emotional regulation, social skills); work with parents/carers; referrals where underlying needs are identified.

12. Online (Cyber) Bullying

Online bullying is treated as seriously as in-person bullying. Incidents may occur at any time and off-site but still impact pupils in school. The school will preserve relevant evidence where possible, consider use of powers to search/delete images where lawful, and work with parents and external agencies as needed. This policy should be read alongside the Online Safety/Acceptable Use Policy.

13. Bullying Outside School

Where bullying outside school impacts pupils' welfare or the safe and orderly running of the school, proportionate actions may be taken in line with our Behaviour Policy, including when travelling to/from school, online or in the community.

14. Staff Experience of Bullying or Harassment

Bullying or harassment of staff by pupils, parents or colleagues (including online) will be addressed under relevant policies (e.g., Staff Code of Conduct, Complaints, Grievance). We will support staff wellbeing and refer to external guidance where appropriate.

15. Working with Parents and the Community

We communicate expectations clearly, promote respectful interactions (including online), and provide guidance so that concerns are raised directly with the school. We will not engage with or respond to defamatory social media content and may seek advice from appropriate agencies where necessary.

16. Training and Induction

All staff (teaching and non-teaching) receive regular training on recognising, preventing and responding to bullying, including prejudice-based incidents and online harms. Induction for new staff includes this policy and reporting processes. Training needs are reviewed in response to data and emerging issues.

17. Data Protection and Information Sharing

We handle information in line with data protection law. Safeguarding concerns will be shared with relevant agencies where necessary to protect a child. Records are kept securely in CPOMS in accordance with retention schedules.

18. Communication and Publication

This policy is available on the school website and on request. Key messages are shared with pupils, staff and parents at least annually and reinforced through the curriculum and assemblies.

19. Linked Policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety/Acceptable Use Policy
- RSHE/PSHE Policy
- SEND Policy
- Complaints Policy
- Exclusions Policy

20. Review and Approval

This policy will be reviewed annually, or earlier if required by changes in legislation, guidance or local context. An annual report on bullying will be provided to the Governing Board, summarising incidents, actions and impact.

Appendix A: Indicators that a child may be experiencing bullying

Be alert. Small changes can signal something bigger.

Physical Signs

- Unexplained injuries or bruises
- Frequently lost or damaged belongings
- Missing money or possessions

Emotional & Behavioural Signs

- Sudden anxiety, low mood or distress
- Becoming withdrawn or self-isolating
- Avoiding certain children, places or times of day
- Reluctance to speak or sudden loss of confidence

Learning & School Engagement

- Reduced engagement in lessons
- Drop in attainment or concentration
- Increased absence or lateness

Changes in Routine

- Changes in eating habits
- Difficulty sleeping or appearing tired
- Complaints of frequent headaches or stomach aches

Online Behaviour Changes

- Becoming secretive about devices
- Distress after using phones/tablets
- Sudden withdrawal from online activity

What Should You Do?

- **Notice** – Trust your professional instinct
- **Listen** – Give time and reassurance
- **Record** – Log concerns clearly (e.g. CPOMS)
- **Report** – Share with DSL / safeguarding team promptly

Remember

Early identification makes a lasting difference.

A consistent, vigilant approach helps every child feel safe, valued and ready to learn.

Use this Appendix B: Reporting and Response Flow

1. Concern raised by pupil/parent/staff or observed by adult.
2. Immediate safety check; separate pupils if necessary; first aid as required.
3. Same-day recording on CPOMS with key details and alert to class teacher/DSL.
4. Initial enquiries and decision whether it meets the bullying definition; consider safeguarding and prejudice-based elements.
5. Inform parents/carers of all children involved (unless this places a child at risk).
6. Agree actions and supports; apply proportionate sanctions; consider restorative meeting where appropriate.
7. Monitor, review and evaluate impact; escalate if concerns persist.

Appendix C: Examples of Prejudice-based Bullying

Bullying related to race, religion or belief; disability (including hidden disabilities and mental health); sex; sexual orientation; gender reassignment; pregnancy and maternity; and other personal characteristics such as appearance or health conditions.