

# Anti-Bullying Policy



<b>Approved by:</b>	SLT	<b>Date:</b>	March 2026
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<b>Review Schedule:</b>	Biennial		

## 1. Introduction

Stoke St Gregory Primary School is committed to providing a safe, inclusive and nurturing environment where every pupil can thrive. Bullying of any kind is unacceptable. All children have the right to learn, play and develop without fear of being hurt, intimidated, marginalised or humiliated. This policy outlines how we prevent, identify, respond to and monitor bullying in our school, in alignment with our relational and trauma-informed ethos.

This Anti-Bullying Policy has been written with reference to, and should be read alongside, the following school, trust and national documents:

- Stoke St Gregory Primary School Relational Behaviour Policy
- TOPT Equality Policy
- TOPT Safeguarding and Child Protection Policy 2025–26
- TOPT Attendance Policy
- TOPT Online Safety Policy 2024–25
- TOPT Remote Learning Policy
- TOPT SEND Policy and Information Reports 2025–2026
- TOPT ICT Acceptable Use Policy

- TOPT PSHE Policy (Primary Schools)
- *Preventing and Tackling Bullying* (DfE, 2024)
- DfE supporting guidance: *Supporting schools to prevent and respond to bullying*
- *Keeping Children Safe in Education* (KCSIE 2025)
- Equality Act 2010, including the Public Sector Equality Duty
- *Working Together to Safeguard Children* (2018)
- [Anti-Bullying Alliance](#) guidance

## 2. Purpose and Aims

The purpose of this Anti-Bullying Policy is to ensure that Stoke St Gregory Primary School provides a consistent, transparent and effective approach to preventing, identifying and responding to bullying. The policy sets out clearly what bullying is, how it is addressed, and how pupils, staff and families can work together to maintain a culture of safety, respect and kindness.

This policy exists to:

### 2.1 Protect and safeguard all children

- Ensure every pupil feels safe, valued and able to learn without fear of bullying.
- Promote emotional wellbeing, belonging and positive relationships across the school.
- Reduce the risk of harm by ensuring concerns are recognised and acted upon swiftly.

### 2.2 Establish a whole-school understanding of bullying

- Provide a clear and shared definition of bullying for pupils, staff, parents and governors.
- Clarify the difference between conflict, unkind behaviour and bullying.
- Ensure all members of the school community know the signs of bullying and understand their role in responding to them.

### 2.3 Set out consistent prevention and response processes

- Outline the proactive steps the school takes to prevent bullying through curriculum, environment and relational practice.
- Ensure concerns can be reported easily by pupils, families and staff.
- Provide clear expectations for how incidents will be investigated, recorded and monitored.
- Promote restorative and relational approaches that repair harm and rebuild trust.

### 2.4 Promote equality, inclusion and respect

- Uphold our duties under the Equality Act 2010 by protecting pupils from harassment, victimisation and discrimination linked to protected characteristics.

- Ensure children understand and celebrate difference, developing empathy and respect for others.
- Support pupils with SEND, additional needs or vulnerabilities through equitable, needs-led responses.

## 3. Roles and Responsibilities

Creating an environment where bullying is prevented, recognised and responded to effectively is a shared responsibility across the whole school community. This section outlines the responsibilities of all stakeholders in ensuring that Stoke St Gregory Primary School remains a safe and inclusive place where every child can flourish.

### 3.1 Headteacher and Senior Leadership Team (SLT)

The Headteacher and Senior Leadership Team are responsible for:

- ensuring the school has a robust and up-to-date Anti-Bullying Policy in place, reviewed annually in line with national guidance;
- implementing this policy effectively and ensuring all staff understand their role in preventing and responding to bullying;
- maintaining a culture of emotional and physical safety consistent with the Relational Behaviour Policy;
- monitoring CPOMS reports and ensuring incidents are investigated promptly and thoroughly
- ensuring appropriate actions are taken and recorded, including follow-up outcomes and communication with parents;
- ensuring staff receive necessary training on bullying, behaviour, safeguarding and relational approaches;
- communicating with external agencies where necessary, including safeguarding partners;

### 3.2 All Staff (Teaching and Support Staff)

Every adult working in the school has a responsibility to contribute to a culture where bullying is not tolerated. All staff must:

- model respectful, calm and inclusive interactions at all times;
- use the relational, trauma-informed approaches outlined in the Behaviour Policy;
- take all allegations of bullying seriously and never dismiss concerns as “banter”
- record concerns or incidents clearly and accurately on CPOMS;
- follow safeguarding procedures if bullying indicates a risk of harm.

Staff at all levels share responsibility for promoting positive relationships, supporting pupils to regulate their behaviour and ensuring a consistent whole-school approach.

### 3.3 Pupils

Pupils at Stoke St Gregory are supported and encouraged to:

- speak to a trusted adult if they or someone else is being bullied;
- help create an inclusive environment by showing kindness, respect and empathy;
- understand the difference between falling out, unkind behaviour and bullying;
- participate positively in restorative conversations;
- use Zones of Regulation language to communicate how they feel;
- actively contribute to anti-bullying learning.

While pupils are never responsible for managing bullying themselves, they are empowered to be part of a safe and respectful school culture.

The nominated governor with responsibility for safeguarding is Revd. Simon Bale

## 4. Definitions and Types of Bullying

### 4.1 Definition of Bullying

Stoke St Gregory Primary School adopts the following definition of bullying:

**“Persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.”**

Bullying is generally characterised by:

- Repetition – Incidents are not a “one-off”; they occur repeatedly over a period of time.
- Intentionality – The behaviour is deliberate. The individual or group means to cause physical, verbal or emotional harm.
- Targeting – The behaviour is directed towards a specific individual or group.
- Power Imbalance – There is a real or perceived difference in power. This may relate to age, size, status, confidence, popularity, or other social or emotional factors.

Bullying can take various forms, including:

- Verbal bullying – Using speech to insult, intimidate, threaten or humiliate another person.
- Indirect bullying – Less visible behaviours such as spreading rumours, excluding others, or cyberbullying through online platforms.
- Physical bullying – Direct physical harm such as hitting, kicking, pushing or damaging property.

Bullying may take place:

- between pupils;
- between groups of pupils;
- between pupils and adults;
- in person or online;

- within or beyond the school environment.

## 4.2 What Bullying Is *Not* (But Still Taken Seriously)

It is important for pupils, staff and families to understand the distinction between bullying and other behaviours:

- Friendship conflict or fall-outs
- Unkind or thoughtless behaviour
- One-off incidents that do not include intent, power imbalance or repeat behaviour

These behaviours still require relational resolution, teaching and support, but are not classified as bullying unless they meet the criteria above.

## 4.3 Prejudice-Based Bullying (Linked to the Equality Act 2010)

Bullying may target one or more protected characteristics, such as:

- Racist bullying: based on race, ethnicity, culture or skin colour
- Religious or belief-based bullying
- Ableist bullying: focused on disability or SEND needs
- Sex-based bullying
- Homophobic, biphobic or transphobic (HBT) bullying
- Bullying related to gender presentation
- Bullying linked to family circumstances (e.g., children who are looked-after, young carers, separated families)
- Appearance-based bullying (weight, height, clothing, glasses, health conditions)

The use of discriminatory language, even when claimed as “jokes” or “banter”, is taken seriously, as emphasised across trust policies.

## 4.4 Indicators That a Child May Be Experiencing Bullying

- reluctance or refusal to attend school;
- sudden changes in behaviour, mood or confidence;
- withdrawal from friends or activities;
- physical signs of harm (e.g., bruises, scratches) with no clear explanation;
- changes in attendance, punctuality or engagement;
- damaged or missing belongings;
- changes in eating or sleeping patterns;
- unexplained emotional distress (sadness, anxiety, anger);
- increased need for reassurance;
- reluctance to talk about what is worrying them.

These signs do not automatically indicate bullying but warrant sensitive exploration.

## 4.5 Cyberbullying

Cyberbullying is the use of digital technologies to intentionally harm, intimidate or upset another person. This may occur through messaging apps, social networks, gaming platforms, email or any form of online communication. Examples include:

- sending hurtful or threatening messages;
- sharing images or videos intended to cause embarrassment or distress;
- impersonating another person online;
- excluding others from online groups;
- spreading rumours or personal information digitally.

Although cyberbullying often occurs outside school, it can have a significant impact on a child's wellbeing and learning. In line with statutory guidance, the school will investigate and respond to incidents of cyberbullying that affect pupils' safety or happiness in school, regardless of where they occur.

Cyberbullying is treated with the same seriousness as any other form of bullying. All concerns must be recorded on CPOMS, and support or intervention will be provided in line with our Behaviour Policy and safeguarding procedures.

Parents and pupils are reminded that some forms of online harassment, intimidation or abuse may constitute a **criminal offence**, such as under the Malicious Communications Act or Protection from Harassment Act.

## 5. Prevention

Stoke St Gregory Primary School places a strong emphasis on preventing bullying before it occurs. Prevention is embedded in our curriculum, daily routines, school culture and relational approach. We believe that creating an emotionally safe, predictable and inclusive environment is the most effective way to reduce the likelihood of bullying behaviours.

### 5.1 A Relational, Trauma-Informed Culture

Our relational ethos underpins all preventative work. Adults model calm, respectful and attuned interactions, supporting children to feel safe, understood and valued. This approach promotes emotional safety and reduces the likelihood of distress escalating into harmful behaviour.

### 5.2 Curriculum and Learning Opportunities

Bullying prevention is taught explicitly and implicitly across the curriculum. Some examples include:

- **PSHE (Jigsaw)**: pupils learn about friendships, healthy relationships, empathy, respecting difference and how to seek help.
- **Worship and assemblies**: reinforce our core values such as love and togetherness.

- **Online safety curriculum:** pupils are taught how to use technology safely and responsibly, how to report concerns, and how to recognise harmful online behaviours.

These planned learning opportunities help children understand what bullying is, why it is harmful, and how they can contribute to a safe school environment.

### 5.3 Environment and Supervision

We take active steps to ensure the school environment is well-supervised and supportive:

- adults are present in key areas during transitions, breaktimes and lunchtimes;
- playground zones and structured activities support positive play;
- staff remain alert to early signs of conflict or exclusion;
- safe, calm spaces such as The Nest are available for pupils who need to regulate emotions or seek support.

This proactive supervision reduces the opportunities for bullying to go unnoticed.

### 5.4 Promoting Respect, Inclusion and Belonging

We foster a culture where every child feels included and valued. Preventative measures include:

- celebration of diversity through curriculum themes, books, visitors and discussions;
- proactive teaching to challenge stereotypes, prejudice and discriminatory language;
- praise and recognition for acts of kindness, cooperation and courage.

Promoting inclusion helps to minimise social vulnerabilities and prevent marginalisation.

### 5.5 Pupil Voice and Participation

Pupil voice is central to our preventative approach. Children contribute to shaping a safe school environment through:

- discussions in PSHE and circle time;
- annual pupil surveys
- sharing views through class worry systems or informal check-ins;
- participating in restorative processes;
- contributing ideas for improving friendships, play and peer support.

When children feel heard, bullying is less likely to occur and more likely to be reported early.

### 5.6 Partnership with Parents and Carers

Parents and carers play an important role in bullying prevention. We:

- communicate our values and expectations clearly;

- work collaboratively with families to address early concerns;
- share information about online safety and wellbeing;
- provide guidance on how to support children in navigating friendships.

Strong home-school partnerships ensure consistent messaging and early intervention.

## 6. Reporting and Responding

Stoke St Gregory Primary School follows the procedures set out in Section 7 of our **Relational Behaviour Policy** (Recording, Monitoring and Communication) for all behaviour incidents, including bullying. These procedures apply in full to bullying concerns. The additions below outline the specific requirements for bullying-related incidents.

### 6.1 Reporting Concerns

Pupils can report bullying by:

- speaking to any trusted adult;
- using class worry systems;
- asking a friend to help them tell an adult.

Parents should report concerns to:

1. the class teacher;
2. the Senior Leadership Team if the concern is serious or unresolved.

Parents are asked not to approach other children or families directly.

All staff must:

- take all allegations seriously;
- respond calmly and reassure the pupil;
- record concerns promptly on CPOMS, following the procedures outlined in Section 7 of the Behaviour Policy;
- alert the class teacher and/or SLT where appropriate;
- follow safeguarding procedures if the concern indicates a risk of harm.

### 6.2 Responding to Reports

The investigative and recording procedures outlined in Section 7 of the Behaviour Policy will be used for all bullying concerns. Initial action will normally be taken within one school day of the concern being raised, and investigations will usually be completed within five school days wherever possible.

In addition to this, the following actions are specific to bullying:

## When bullying is suspected

- SLT will review relevant CPOMS entries to identify any emerging patterns.
- Staff will monitor interactions between the children involved during unstructured times.

## When bullying is confirmed

The following is added to the Behaviour Policy processes:

- Parents of all children involved are informed promptly and kept updated.
- A short-term monitoring plan is agreed (e.g. daily check-ins, playtime supervision, class support).
- Any restorative work is recorded as part of post-incident support.

## 6.3 Support for Pupils

### For the child who has experienced bullying

- staff will provide regular check-ins;
- monitoring will continue for a defined period (e.g. two weeks initially);
- staff will offer practical support in rebuilding confidence and friendships if needed.

### For the child displaying bullying behaviour

- a behaviour or relational support plan may be put in place;
- the child may receive targeted teaching on empathy, relationships or emotional regulation;
- increased adult supervision may be implemented.

## 6.4 Monitoring and Follow-Up

In addition to the monitoring described in Section 7 of the Behaviour Policy:

- Prejudice-related bullying (e.g. racist or homophobic language) will be specifically flagged to support the school's Equality Duty.
- SLT will review bullying incidents collectively

## 6.5 Communication with Parents and Carers

As set out in the Behaviour Policy, communication will:

- be timely and proportionate;
- focus on safety, repair and next steps;
- include clear information about monitoring and follow-up.

Additional expectations for bullying cases:

- both sets of parents will be contacted;
- parents will be updated following the completion of any restorative or relational work;
- parents will be advised to contact school if concerns persist.

## **7. Policy Review and Approval**

This Anti-Bullying Policy is overseen by the Headteacher and Senior Leadership Team, who ensure that practice within the school reflects the principles and procedures set out in this document. The policy is reviewed every two years to ensure it remains aligned with current legislation, trust policies and best practice in safeguarding and behaviour.

The Senior Leadership Team is responsible for approving this policy and monitoring its effectiveness through regular scrutiny of behaviour and safeguarding reports.