Mapplewells Primary and Nursery School

Anti-Bullying Policy

Reviewed and Updated

September 2026 – September 2027

Approved September 2026

School Aims

- To provide an environment in which all children feel safe, cared for and supported.
- To encourage independence and confidence to take risks and make their own decisions.
- That every child who walks out of the door at the end of Year 6 will have become the very best that they can be.
- All our aims are encapsulated by our motto SUCCESS:
    - S – self-confidence
    - U – understanding
    - C – celebration
    - C – curiosity
    - E – excellence, enthusiasm and enjoyment
    - S – self-discipline
    - S – support

Mission Statement

To provide every child in our care with the best quality education possible, in a warm, respectful and caring environment. Our children will be capable of dealing with the priorities of today as well as the unknown priorities of tomorrow. To put our school in the heart of the community and form links with that community which will benefit our children.

Introduction

At Mapplewells Primary and Nursery 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 recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Mapplewells Primary and Nursery School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Whilst this policy primarily addresses bullying involving pupils, we recognise that harmful behaviour can also occur within relationships involving adults and children. Any concerns that a member of staff, volunteer, contractor or other adult may have bullied, intimidated, humiliated, victimised or otherwise caused harm to a pupil will be treated seriously and responded to in line with the school's safeguarding, staff conduct, allegations against staff, and complaints procedures. All pupils have the right to be treated with dignity and respect.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2026) and was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings, consultations, surveys)
- Parents/carers (through written consultations, parents evening meetings, focus groups)

- Pupils (through the school council, circle time in class, surveys)
- Governors (through governor meetings and governor training)

This policy is available:

- Online at https://www.mapplewellsprimary.co.uk/ In the school prospectus
- From the school office
- Child friendly versions are on display and in welcome packs for new pupils

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head Teacher Mr Whittle has overall responsibility for Anti-Bullying at our school. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The **Headteacher,** Mr Whittle and **Anti-Bullying Coordinator** Miss Marshall are responsible for:

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Lead (DSL) and their Deputies in our school are Mr Whittle (DSL), Mr Latkowski DDSL), Mrs Bousfield (DDSL) and Miss Marshall (DDSL). Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with responsibility for Anti-Bullying and Behaviour is **Mrs Roz Taylor.**

All staff are expected to model respectful, professional and inclusive behaviour at all times. Staff must not engage in behaviour that could be experienced by a child as intimidating, humiliating, degrading, bullying or discriminatory. Any concerns regarding adult conduct towards pupils must be reported in line with safeguarding procedures.

What is bullying and how does it differ to relational conflict?

At Mapplewells Primary and Nursery School we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race & ethnicity, religion & belief, gender identity, sex, sexual

orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware that occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Our school recognises that behaviours exist on a continuum. Relational conflict, inappropriate behaviour, prejudice-related incidents, bullying behaviour and Child-on-Child Abuse are distinct concepts but can be linked. Whilst most incidents of relational conflict will not escalate, unaddressed concerns, harmful attitudes or repeated behaviours may develop into more serious bullying or safeguarding concerns. We are committed to early identification, intervention and education to prevent escalation and ensure that all pupils receive appropriate support at the earliest opportunity.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following an episode of relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At Mapplewells Primary and Nursery School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling and gossiping.
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending abusive or threatening messages, social exclusion, posting or sharing embarrassing or harmful material, image-based abuse, the sharing or threatened sharing of intimate images, AI-generated content, digitally manipulated images or videos, deepfake imagery, nudification technology and other technology-assisted behaviours intended to humiliate, harass, threaten or exploit others.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation.

- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist (ableist) in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; or because they have a learning or physical disability; or because they are lesbian, gay, bisexual or trans, or are perceived to be, or have a parent/carer, sibling or friend who is. It may include misogyny or misandry and be sexist in nature. Such language and behaviour are generally used to refer to something or someone as inferior.

Our school recognises that prejudice-based bullying may also constitute a safeguarding concern. Racism, faith-targeted abuse, antisemitism, Islamophobia, disability-based prejudice, misogyny, homophobia, biphobia, transphobia and other discriminatory behaviours can significantly affect a child's wellbeing, sense of safety, welfare and educational experience. Such incidents will not be viewed solely as behaviour or equality matters and will be responded to appropriately in line with safeguarding procedures where necessary.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately. Our school also understands that some behaviour such as 'baiting' or 'false friendships' may constitute as bullying, we will consider the context of all incidents and aim to support all children involved.

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as 'just banter', and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines 'prosocial banter' as 'playful, typically funny, reciprocal, teasing between friends' that is well intended. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). When engaging in prosocial banter, all parties present exchange banter and all share the positive experience. Banter can include some of the bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the *intention, content and topic* of reported incidents.

Our school recognises that some bullying behaviours and harmful attitudes may be influenced by online content, influencers, peer groups, online communities and wider societal messages. Staff will consider these contextual factors when assessing concerns and planning appropriate support and interventions.

Contextual Safeguarding and interventions:

Bullying can happen to any child, and it can have a significant impact on their social, emotional and mental health. School staff will support all pupils who have experienced/are experiencing bullying – the nature and level of support will depend on the individual circumstances and the level of need.

Pupils involved in bullying incidents, whether they have experienced bullying, displayed bullying behaviour, or witnessed incidents as bystanders, may experience emotional distress, anxiety, low mood, reduced self-esteem, emotional dysregulation, school avoidance, changes in behaviour, self-harm concerns or other mental health and wellbeing difficulties. Therefore, as a Staff we remain professionally curious and consider whether additional pastoral, mental health, wellbeing or safeguarding support may be required.

Staff consider the context within which incidents and/or bullying behaviours occur. Staff consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety and welfare of the perpetrator. The child who has displayed bullying-type behaviours should also be supported. As a school, we consider both risk factors and protective factors when assessing the needs of pupils involved in bullying incidents. Protective factors such as supportive relationships, trusted adults, positive peer networks, engagement with education and

participation in wider activities can help promote resilience and reduce future risk. In some circumstances, school may wish to implement individual safety plans or risk reduction measures to help keep pupils safe whilst support and interventions are ongoing.

School will consider whether incidents of prejudice-based bullying or discriminatory behaviour indicate wider safeguarding concerns, vulnerabilities or experiences of harm. Additional safeguarding assessment or support may be required where there are concerns regarding racism, faith-targeted abuse, antisemitism, Islamophobia, disability prejudice, misogyny, homophobia, biphobia, transphobia or other forms of discrimination.

Staff should exercise professional curiosity when responding to incidents of bullying or relational conflict. This means seeking to understand not only what has happened, but also what may be contributing to the behaviour or experience. Staff should consider wider factors such as friendships, peer dynamics, online activity, family circumstances, experiences of discrimination, unmet needs, previous experiences of harm, emotional wellbeing and other contextual safeguarding factors.

Witnessing or being a bystander to bullying incidents may also affect a child's wellbeing, school staff should proactively support those children too in processing their experiences.

Where does bullying take place?

At Mapplewells Primary and Nursery School we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying). Our school recognises that advances in technology have created new opportunities for bullying and harassment. These may include the creation or sharing of AI-generated images, manipulated photographs or videos, deepfake content, image-based abuse, anonymous messaging and other forms of technology-assisted bullying. Incidents occurring online will be treated with the same level of seriousness as those occurring face-to-face.

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

We anticipate the full support of parents/carers and families during our investigations of reports of bullying or relational conflicts and request that they work in partnership with our school colleagues to help provide all evidence and context to any reported incidents (particularly when alleged incidents have taken place online). We ask that parents/carers remain vigilant about their children's online activities and behaviour online, and work in partnership with the school to educate children about the importance of online safety.

How to report bullying concerns

At Mapplewells Primary and Nursery School 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 have clear reporting systems for each group of our school community; the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Any pupil, parent/carer, member of staff or visitor who has concerns that a child has been bullied, intimidated, humiliated or unfairly targeted by an adult working within the school should report these concerns to the Head Teacher / Principal (or Chair of Governors where the concern relates to the Head Teacher / Principal) and/or the Designated Safeguarding Lead. Such concerns will be managed in accordance with the school's safeguarding and allegations management procedures.

Pupils, including bystanders/witnesses:

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. 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 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 box in each classroom 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.

We recognise that some pupils, including some children with SEND, may require additional support to recognise, understand or report bullying concerns. We will make reasonable adjustments to our reporting systems to ensure they are accessible and inclusive. Pupils may choose to report concerns verbally, through visual communication methods, through a trusted adult, through written or electronic means, or with support from a member of staff who knows them well

Parents/carers:

We understand that it can be very difficult for a parent/carer 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 (in person/via telephone call/via office email/via Class DOJO) 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 the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

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. We ask that parents/carers remain vigilant about their child's online and out-of-school activities and that they work in partnership with the school to provide any evidence to allow staff to investigate the matter fully and in a timely manner.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. 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.

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.

School staff:

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/directly to the Head teacher/to the Anti-Bullying Coordinator. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors:

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

At Mapplewells Primary and Nursery School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

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. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Relevant information relating to bullying concerns may be shared with appropriate staff, professionals and agencies on a need-to-know basis in accordance with safeguarding, child protection and information sharing procedures. Decisions regarding information sharing will be proportionate, lawful and recorded appropriately to support the safety and wellbeing of pupils. Where a pupil transfers to another education setting, relevant safeguarding information relating to bullying concerns will be transferred securely and without unnecessary delay in accordance with safeguarding requirements.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, child who has allegedly displayed bullying behaviour, and any bystanders/witnesses

- Talk to the parents/carers (of the target and/or the child who has allegedly displayed bullying behaviour). **We anticipate the full support from parents/carers and request that they provide staff with all available evidence (particularly when alleged incidents have taken place online).**
- Our school will take a restorative and education-based approach in order to address the possible root causes for any bullying behaviours. When appropriate, we will implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable. We may issue bespoke interventions or next steps of support depending on the circumstances and root causes.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Where concerns indicate wider vulnerabilities, unmet needs or emerging safeguarding concerns, the school may consider Early Help, Family Help or multi-agency support. The Designated Safeguarding Lead will work with children, families and partner agencies as appropriate to secure support at the earliest opportunity.
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. 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. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the child who has displayed bullying behaviour, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Where required, individual safety plans may be developed to reduce risk, support emotional wellbeing and help pupils continue to access education safely. Safety plans will be proportionate to the identified concerns and may be developed in partnership with pupils, parents/carers and relevant professionals where appropriate.
- Consider the emotional wellbeing and mental health needs of all pupils involved, including those who have experienced bullying, displayed bullying behaviour or witnessed incidents. Where appropriate, additional pastoral, mental health, wellbeing or safeguarding support may be arranged.
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Use a contextual safeguarding approach and professional curiosity to explore the wider circumstances surrounding reported incidents and identify whether additional support, intervention or safeguarding action may be required.
- When assessing concerns and planning support, consider both vulnerabilities and protective factors within a pupil's life. Protective factors may include positive relationships, trusted adults, supportive family networks, positive peer friendships, engagement in school life, community involvement, resilience and individual strengths. These factors will help inform proportionate and child-centred support plans.
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns and consider the potential impact of the experiences – a DSL may then liaise with other professionals and Local Authority teams as appropriate (e.g., school counsellor, CAMHS, MASH etc.).

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying

At Mapplewells Primary and Nursery School we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Active school council with representatives from each year group
- Peer-mentoring schemes
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Collaborative work with safeguarding leads, SENCOs and other colleagues and specialists
- Ensure reporting systems, anti-bullying education and pupil voice activities are accessible for children with SEND through the use of adapted resources, visual supports and personalised approaches where required.
- Specific curriculum inputs for online safety and cyberbullying
- Age-appropriate education about harmful online influences, online communities, influencers, discriminatory attitudes, misogyny, harmful gender stereotypes, respectful relationships and critical thinking when accessing online content.
- Drop down days / themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Positive Play / ELSA support / Lego therapy / counselling for identified pupils
- Specific initiatives for identified individuals or groups
- Parent information board and area on the school website
- Parent/carer events
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- Promoting a culture of mutual respect between pupils and adults, where all members of the school community are treated with dignity, fairness and respect, and where concerns about adult conduct can be raised safely.

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

Policy	How it may link
Child-on-child Abuse Policy (Previously named 'Peer-on-peer')	Sexualised bullying and exploitation. For example, incidents where pupils use inappropriate sexual language or share explicit images to intimidate or humiliate others.

Behaviour Policy	Use of DOJO points, House Points, Headteacher awards, Golden Letters etc to reward positive behaviour choices in line with the school expectations. Clear graduated sanctions.
Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding. For example, bullying that leads to emotional harm or isolation may trigger a safeguarding referral.
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying. For example, pupils sending threatening messages via social media or group chats may be dealt with under anti-bullying and online safety procedures.
Equality Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics. For example, bullying based on race, gender identity or disability is addressed through both the Equality and Anti-Bullying Policies.
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying; promotes empathy, respect, and conflict resolution. For example, lessons may include role-play scenarios to help pupils understand the impact of bullying and how to seek help.
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response; provides a formal route for reporting unresolved bullying concerns. For example, a parent who feels bullying has not been adequately addressed can follow the complaints procedure to escalate the issue.

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: September 2026
Date to be reviewed: September 2027