



Anti-Bullying Policy

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Change History

Version	Date	Description
2	Feb 2026	Updated to reflect updates to KCSiE 2025

Linked Policies	Behaviour Policy Safeguarding and Child Protection Policy RSE/PSHE Policy Online Safety Policy Equality and Diversity Policy
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Signatures:

Headteacher:

FRANCES BUCK

Chair of Governors:

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Anti-Bullying Policy

Purpose and Scope of the Policy

Rationale

At Inkpen Primary School, we believe that bullying is not acceptable and it will not be tolerated. We are committed to providing a safe, secure, and welcoming environment for all members of our community. Every child deserves an education free from fear, anxiety, and harm. Bullying adversely affects self-esteem, mental health, and academic progress, and tackling it is vital for ensuring that every pupil thrives in a positive and inclusive culture. This policy outlines our approach to preventing and tackling bullying, ensuring that all pupils, staff, parents, carers, and visitors to our school understand their shared responsibilities in maintaining a supportive school environment.

Legal and Statutory Framework

This policy is underpinned by our legal duties as outlined in the following key legislation and guidance documents:

- **Education and Inspections Act 2006:** Places a duty on schools to promote good behaviour and prevent all forms of bullying.
- **Equality Act 2010:** Requires schools to eliminate discrimination, advance equality of opportunity, and foster good relations between those who share protected characteristics and those who do not.
- **Keeping Children Safe in Education (2024):** Sets out the school's duty to safeguard children from harm, including harm caused by bullying.
- **Preventing and Tackling Bullying (2017):** Provides statutory guidance on anti-bullying measures.

Definition of Bullying

Bullying is defined as:

“Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” (DfE, 2017).

This can include:

- an imbalance of power which leaves the victim feeling defenseless;
- behaviour that is intended or perceived to hurt or intimidate;
- repetition of harmful behaviour over time.

It is important to distinguish between bullying and normal interpersonal conflict or one-off incidents of aggressive behaviour. While the latter may still require intervention, they are not classified as bullying under this policy.

Aims and Objectives

Our aims are:

- To ensure every pupil feels safe, valued, and supported in our school community.
- To educate pupils about the impact of bullying and foster empathy and inclusion.
- To act promptly and effectively in responding to bullying incidents, providing support for those affected.
- To encourage a culture of openness, where individuals feel confident to report bullying.

Our objectives are:

- To reduce incidents of bullying through preventative measures and a whole-school approach.
 - To embed anti-bullying principles within the curriculum and school ethos.
 - To monitor, record, and address bullying trends and ensure accountability.
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Types of Bullying

Physical Bullying

This includes hitting, pinching, kicking, pushing, spitting, or any behaviour that causes physical harm. It may also involve damaging another person's property including graffiti and theft. Physically humiliating someone, e.g. pulling their trousers down, is also considered a form of physical bullying.

Verbal Bullying

This encompasses name-calling, mocking, insults, threats, and making derogatory or discriminatory remarks. Verbal bullying can also include making fun of someone because of their abilities, appearance, or background as well as circulating unflattering images or drawings of someone else.

Indirect Bullying

Indirect bullying involves getting someone else to tease or hurt someone or deliberately excluding someone from activities or conversations. It may involve the use of social media or messaging platforms to exclude or ostracise individuals or to publish photographs with the intent of mocking or intimidating another individual.

Emotional Bullying

This includes behaviours intended to harm another's social relationships, such as exclusion from friendship groups, spreading rumours, or manipulating others to socially exclude the victim.

Cyberbullying

Cyberbullying involves the use of technology (social networking, messaging, email, chat rooms etc.) to intimidate, harass, or humiliate someone. This includes sending hurtful messages, sharing nude or indecent imagery or messages with sexually explicit content, sharing private information online, creating fake profiles, or spreading rumours through social media or messaging platforms. Upskirting is a form of Cyber Bullying and involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks or to cause the victim humiliation, distress or harm.

Prejudicial or Discriminatory Bullying

Bullying based on race, religion, gender, sexual orientation, disability, or other protected characteristics falls into this category. Such bullying may include the use of slurs, stereotyping, or discriminatory harassment. This form of bullying may take place verbally, online or indirectly.

Prevention of Bullying

Positive School Culture

At Inkpen Primary School, we are proactive in building a culture of mutual respect and kindness within the school. Staff model positive behaviour, set clear expectations, and celebrate diversity. Positive relationships between staff and pupils are prioritised to ensure that all pupils feel safe and supported. Our behaviour policy outlines how we promote pro-social behaviour within school and how we manage un-social or anti-social behaviours. This policy is located on our website, in our staff room and on our internal servers.

Curriculum Approaches

Our PSHE and RSE programmes explicitly address themes of respect, kindness, and the impact of bullying. Pupils are taught about online safety through the computing curriculum, and assemblies provide further opportunities to raise awareness of bullying and its consequences. As a school, we actively engage in initiatives such as anti-bullying week and mental health week and bullying is regularly a focus during assemblies. At Inkpen, we have two members of staff who are qualified ELSAs (Emotional Literacy Support Assistants) and provide bespoke pastoral support for children where necessary.

Staff Training and Development

All staff receive regular training to understand and recognise the signs of bullying, including training on safeguarding and online safety. Training equips staff with strategies to intervene effectively and support pupils.

Pupil Voice and Peer Involvement

We actively engage pupils in anti-bullying initiatives. Peer mentoring programmes, buddy schemes, and student councils provide platforms for pupils to promote inclusivity and address concerns collaboratively.

Roles and Responsibilities

Governors and Leadership

Governors ensure that the school meets its statutory duties to prevent and address bullying. The senior leadership team takes overall responsibility for implementing anti-bullying measures and monitoring the effectiveness of the policy.

Staff are responsible for:

- modelling respectful and inclusive behaviour;
- identifying and reporting bullying behaviour;
- responding promptly and fairly to concerns raised;
- discussing bullying with children so that every pupil learns about the damage this can cause
- providing and delivering teaching resources to focus on anti-bullying
- being alert to signs of distress and other possible indicators of bullying
- engaging in anti-bullying week to raise awareness of bullying and promoting these messages throughout the school year
- following the school behaviour policy
- reporting concerns of bullying on CPOMS
- communicating effectively with parents in line with this policy

Pupils are encouraged to:

- treat others with respect;
- refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity
- report bullying concerns about themselves or others;
- actively seek to include and support peers;
- intervene to protect the pupil who is bullying (if it is safe to do so)
- participate actively in lessons or initiatives (anti-bullying weeks)

Parents and carers play a vital role in supporting our anti-bullying efforts. They are encouraged to:

- communicate promptly with the school if they suspect bullying;
 - reinforce the school's values at home;
 - work collaboratively with staff to address concerns;
 - watch for signs of distress or other indicators of bullying;
 - advise their children to report any form of bullying concerns about themselves or others;
 - advise their child not to retaliate to any form of bullying;
 - work with the school to be a positive role model for their children both online and offline;
 - cooperate with the school when incidents of bullying are being investigated
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Reporting and Responding to Bullying

Encouraging Reporting

At Inkpen Primary School, we encourage open communication, where pupils feel confident to disclose bullying and know that they will be listened to and that action will be taken swiftly and will be sensitive to their needs. Both bystanders and pupils being bullied should realise that by not reporting incidents of bullying, it is likely to continue.

Any incidents of bullying (matching the definition in this policy) should be reported to a member of staff who will then log this incident on CPOMS where this will be reviewed by the class teacher and headteacher. Children are encouraged to report incidents of bullying involving others as well as themselves.

Responses to Bullying

Where bullying has been reported, steps will be taken to respond to the needs of both the victim and the perpetrator. These actions may include:

- thorough investigation of the incident, including conversations with children and adults;
- conversations with parents and carers of children involved;
- sanctions being implemented in line with our behaviour policy;
- contact with other professionals e.g. Educational Psychologist, Social workers, Educational Welfare officer;
- close monitoring of children in a range of situations e.g. on the playground, in lessons, in the lunch hall;
- feedback of the investigation will be provided to all parties.

Investigating Incidents

All reported incidents are treated seriously and will be investigated thoroughly. When investigating incidents of bullying, staff will:

- maintain confidentiality within discussions, ensuring privacy where possible;
- speak to a range of children and adults who may have been involved or witnessed the incident;
- remain sensitive to children's needs throughout discussions;
- record discussions on CPOMS;
- ensure that discussions are comprehensive and evidence-based;
- provide timely feedback to all those involved (including parents and carers of all involved parties).

Support for Victims and Perpetrators

Victims of bullying receive pastoral support tailored to their needs. Support is also offered to perpetrators to understand and change their behaviour, addressing any underlying factors contributing to the bullying.

Monitoring, Evaluation, and Review

Monitoring Bullying Incidents

Patterns and trends in bullying incidents are regularly analysed to inform preventative strategies. This is reported to the governing body to ensure transparency and accountability.

Evaluating Effectiveness

The effectiveness of our policy is evaluated through feedback from stakeholders, including pupils, parents, and staff. Surveys and consultations provide insight into perceptions of safety and inclusion.

Reviewing the Policy

This policy will be reviewed annually in consultation with staff, pupils, and governors to ensure it reflects the latest research and guidance.

Links to Other Policies

This policy operates alongside the following policies:

- Behaviour Policy
 - Safeguarding and Child Protection Policy
 - RSE/PSHE Policy
 - Online Safety Policy
 - Equality and Diversity Policy
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Communication of the Policy

The Anti-Bullying Policy will be shared with pupils, parents, and staff via:

- the school website;
 - staff training sessions;
 - pupil handbooks and parent newsletters;
 - assemblies;
 - school council meetings;
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