

STOKE ROW C OF E PRIMARY SCHOOL



ANTI-BULLYING POLICY

Policy reviewed and agreed by: Teaching, Learning and Inclusion Committee
Date: June 2026
Next review: June 2028

Aligned with DfE guidance, SIAMS expectations, and Anti-Bullying Audit 2026

School Vision

“Shine like stars and become light in our world”

At Stoke Row CE Primary School, every child is recognised as uniquely created and deeply valued. Guided by our Christian vision and core values of kindness, equality, respect, courage and perseverance, we are committed to nurturing a community where everyone can flourish. Bullying is not compatible with our vision. We actively promote reconciliation, dignity, justice and compassionate relationships so that all members of our school family feel safe, respected and able to shine.

Through collective worship, RE, PSHE and daily relationships, pupils learn that bullying harms community and prevents people from flourishing.

This policy reflects: - Department for Education guidance *Preventing and Tackling Bullying - Keeping Children Safe in Education* - Equality Act 2010 - Behaviour in Schools guidance (2024) - Church of England guidance *Flourishing for All* (2024) - Findings from the Stoke Row Anti-Bullying Audit (2026)

Policy Aims

This policy aims to:

- ensure every pupil feels safe, valued and listened to
- prevent bullying through a strong Christian ethos and inclusive culture
- provide clear procedures for reporting and responding to bullying
- ensure staff, governors, pupils and parents understand their responsibilities
- support both those experiencing bullying and those displaying bullying behaviours
- promote restorative approaches rooted in dignity and reconciliation
- ensure compliance with statutory safeguarding and equality duties

Definition of Bullying

Following Department for Education guidance:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and involves an imbalance of power.

Bullying can occur:

- face-to-face
- online (cyberbullying)
- inside school
- outside school where it impacts pupils' wellbeing

Single incidents of unkind behaviour are taken seriously and addressed but may not always constitute bullying. Staff will always investigate patterns over time.

Types of Bullying

Bullying may include:

Physical

Hitting, kicking, pushing, damaging belongings, intimidation.

Verbal

Name-calling, threats, teasing, taunting, discriminatory language.

Emotional / Social

Exclusion, rumour spreading, humiliation, peer pressure.

Cyberbullying

Misuse of messaging, social media, gaming platforms, images or videos.

Prejudice-based bullying

Bullying related to protected characteristics under the Equality Act 2010:

- disability
- race
- religion or belief
- sex
- sexual orientation
- gender reassignment

Such incidents are recorded and monitored carefully. Schools have a legal duty to respond to such incidents.

Preventing Bullying: Our Whole-School Approach

Audit evidence confirms that Stoke Row has a strong inclusive culture and pupils report feeling safe and listened to. This policy strengthens that work further.

We prevent bullying through:

Strong pupil voice

- Wellbeing Ambassadors represent each class
- School Council contributes to anti-bullying development
- pupil understanding of bullying is strong (Audit 2026)
- pupil-led policy awareness assemblies planned annually

Curriculum

Anti-bullying learning is embedded through:

- SCARF PSHE programme
- Relationships and Sex Education
- Computing (online safety)
- RE
- Inclusive English text drivers and curriculum content

- Programme of support through the NSPCC

Behaviour systems

- clear expectations rooted in school values
- consistent responses across staff
- restorative practice approaches are used by all staff
- CPOMS recording used effectively across school

Whole-school events

Including:

- Anti-Bullying Week
- Kindness Day
- Hello Yellow Mental Health Day
- Vision and Values Day
- Gratitude Day

Roles and Responsibilities

Governors:

- monitor bullying data and safeguarding trends
- ensure statutory duties are met
- support evaluation of policy impact

The Executive Headteacher ensures:

- effective implementation of this policy
- staff training is up to date
- bullying incidents are recorded and monitored
- safeguarding procedures are followed where required
- governors are informed where appropriate

Staff will:

- model respectful relationships
- respond promptly to concerns
- record incidents on CPOMS
- apply restorative approaches
- support vulnerable pupils

Audit evidence confirms strong staff consistency in reporting and recording procedures.

Pupils are expected to:

- report concerns
- support others
- contribute to a safe community

Parents are encouraged to:

- report concerns promptly
- support school approaches
- reinforce respectful behaviour at home

Reporting Bullying

Pupils can report concerns to:

- any trusted adult
- class teacher
- senior leaders

Parents can report concerns via:

- class teachers
- senior leaders
- safeguarding systems

All reports are taken seriously.

Responding to Bullying: Clear Procedures and Responsibilities

The school follows a consistent staged response in line with DfE *Preventing and Tackling Bullying* guidance and safeguarding expectations.

All staff are responsible for responding to concerns. However, specific roles ensure clarity and accountability.

Step 1: Report

Bullying can be reported by:

- pupils
- parents/carers
- staff
- governors
- peers (bystanders)

Reports should be made to:

- the class teacher (first point of contact)
- any trusted adult
- a member of the Senior Leadership Team
- the Designated Safeguarding Lead (DSL) if safeguarding concerns exist

All adults must take reports seriously.

Step 2: Immediate Adult Response

The adult receiving the concern must:

- listen carefully and reassure the pupil
- inform the class teacher (if not already involved)
- inform the DSL where there may be safeguarding implications

Where behaviour is serious or repeated, a senior leader must be informed immediately.

Step 3: Investigation (Led by Class Teacher or Senior Leader)

The investigating adult will:

- speak separately with all pupils involved
- gather witness accounts where appropriate
- review CPOMS records for patterns over time
- decide whether the behaviour meets the definition of bullying
- inform a member of the Senior Leadership Team

Parents of all pupils involved will normally be informed at this stage.

Step 4: Recording

All bullying incidents must be:

- log incident on CPOMS on the same day
- categorised appropriately (including prejudice-related incidents where relevant)
- monitored by senior leaders

The Executive Headteacher oversees monitoring of patterns and trends.

Step 5: Action Taken

Actions will depend on severity, frequency and context but may include:

Support for the pupil experiencing bullying:

- named trusted adult check-ins
- pastoral support
- safe play arrangements if needed
- reassurance and monitoring

Support for the pupil displaying bullying behaviour:

- restorative conversations
- behaviour reflection work
- clear consequences in line with Behaviour Policy
- adult mentoring support

Whole-group responses (if appropriate):

- circle time
- restorative meetings
- class expectations revisited

Step 6: Communication with Parents

Parents/carers will:

- be informed promptly
- be invited to discuss concerns where appropriate
- be involved in supporting solutions
- receive updates on outcomes where relevant

The school works in partnership with families to resolve concerns.

Step 7: Follow-Up Monitoring

The class teacher and senior leaders will:

- review the situation over time
- check pupil wellbeing
- monitor behaviour records
- ensure bullying has stopped
- follow up communication with parents

Further action will be taken immediately if concerns continue.

Step 8: Escalation (If Bullying Continues)

Where bullying persists:

- the Executive Headteacher becomes directly involved
- a structured support plan is implemented
- parents attend review meetings
- external agencies may be consulted

Governors may be informed where appropriate through safeguarding monitoring processes.

Staff Training

The school will:

- provide refresher training on recognising bullying
- support staff understanding of emerging issues
- develop confidence supporting gender identity-related needs

Working with Parents and the Community

The school:

- shares policy access with families
- communicates anti-bullying approaches
- works with church and community partners
- provides guidance on support services

Pupil Voice Development Priorities (Audit-Led)

The school will:

- deliver pupil-led policy awareness assemblies
- run pupil surveys on anti-bullying experience
- monitor representation within pupil voice groups

These actions strengthen pupil leadership and ownership.

Monitoring Impact

Success indicators include:

- pupils reporting they feel safe
- strong pupil understanding of bullying
- consistent CPOMS recording
- inclusive curriculum representation
- strong Christian vision lived daily

The policy will be reviewed every two years or earlier if guidance changes.

Linked Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding Policy
- RSHE Policy
- Online Safety Policy
- Equality Policy