



Anti-Bullying Policy

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1. Statement of Intent

At Roseberry Primary School, we believe that every child has the right to attend school free from fear, intimidation, discrimination and bullying.

Every pupil deserves to feel safe, valued, respected and included within a calm, ambitious and nurturing school community where positive relationships enable every child to flourish.

Bullying is never acceptable.

We are committed to creating a culture where kindness, respect, responsibility and inclusion are explicitly taught, consistently modelled and celebrated every day.

We recognise that bullying damages children's emotional wellbeing, confidence, relationships and ability to learn. Left unchallenged, bullying can have significant long-term effects on children's mental health, attendance, achievement and sense of belonging.

Our approach is built upon the belief that positive behaviour is learned and that respectful relationships must be deliberately taught throughout a child's education.

Preventing bullying is therefore not simply about responding when incidents occur. It is about creating a school culture where bullying is far less likely to happen because:

- relationships are positive;
- adults are trusted;
- expectations are clear;
- diversity is celebrated;
- children know how to treat one another;
- pupils feel confident to report concerns.

When bullying does occur, every concern will be:

- taken seriously;
- investigated promptly;
- responded to fairly and consistently;
- recorded appropriately;
- followed up until leaders are confident that the bullying has stopped.

Our response balances high expectations with compassion.

We will always hold pupils accountable for bullying behaviour whilst recognising that some children who display bullying behaviour may themselves require support to address unmet needs, social difficulties or emotional challenges.

This policy reflects Roseberry Primary School's wider commitment to:

- safeguarding every child;
- promoting positive mental health;
- developing respectful relationships;
- preventing discrimination;
- protecting pupils with protected characteristics;

- promoting equality, diversity and inclusion;
- preparing children to become kind, responsible citizens.

This policy should be read alongside the Behaviour & Relationships Policy and reflects the same relational principles, ensuring a consistent approach across all aspects of behaviour, safeguarding and pastoral care.

2. Our Relational Anti-Bullying Framework

At Roseberry Primary School we believe that positive relationships are the strongest protection against bullying.

Our response to bullying is guided by our relational framework:

Relate

Positive relationships create psychological safety.

Every interaction between adults and children either strengthens or weakens trust.

We seek to:

- build strong relationships with every pupil;
- create classrooms where children feel valued;
- notice children who may be isolated;
- encourage belonging;
- connect before correcting;
- ensure every child knows there is a trusted adult who will listen.

Children who feel connected are more likely to report concerns and less likely to engage in bullying behaviour.

Regulate

Bullying incidents often involve heightened emotions for everyone involved.

Children cannot always reflect effectively whilst distressed, frightened or emotionally overwhelmed.

Adults therefore prioritise emotional regulation before restorative conversations.

Adults will:

- remain calm;
- provide reassurance;
- separate pupils where appropriate;
- ensure immediate safety;
- use co-regulation strategies;
- allow appropriate thinking time;
- reduce unnecessary confrontation.

Supporting regulation does not reduce accountability.

It enables meaningful reflection.

Reflect

Once pupils are calm, adults help them understand what has happened.

Reflection enables pupils to:

- understand the impact of bullying;
- recognise how others feel;
- take responsibility;
- identify healthier choices;
- develop empathy;
- learn from mistakes.

Reflection takes place through respectful, restorative conversations rather than shame or humiliation.

Repair

Where appropriate, relationships should be repaired.

Repair does not mean forgetting what happened or forcing reconciliation.

It means helping pupils rebuild trust through meaningful restorative action.

Repair may include:

- genuine apologies;
- repairing damaged relationships;
- replacing damaged property;
- restoring learning;
- supporting another pupil;
- agreeing future behaviour targets.

Every incident should end with the expectation that children can make a genuine fresh start whilst maintaining high expectations.

3. Definitions

WHAT IS BULLYING?

A calm, consistent and supportive approach for every child.



Bullying is the repetitive, intentional hurting of one person or group by another person or group where there is an imbalance of power.

THE FOUR KEY CHARACTERISTICS ARE:

REPETITION



Bullying usually happens more than once or has a significant likelihood of continuing.

INTENT



The behaviour is intended to cause physical, emotional, psychological or social harm.

POWER IMBALANCE



The person displaying bullying behaviour holds real or perceived power over another.

This may relate to:

- physical strength;
- popularity;
- age;
- confidence;
- social status;
- group size;
- disability;
- race;
- religion;
- sex;
- sexual orientation;
- gender identity;
- online anonymity.

HARM



Bullying causes physical, emotional, psychological or social harm.

BULLYING IS NOT



Not every disagreement between children is bullying.

Children will naturally experience:



friendship difficulties



disagreements



arguments



misunderstandings



accidental unkindness



These situations require adult support but are not automatically bullying.



It is our responsibility to create a community where everyone feels safe, respected and included.



Bullying or Conflict?

Conflict	Bullying
Usually happens between pupils of equal power	Involves a real or perceived imbalance of power
One-off or occasional	Repeated or likely to be repeated
Both children contribute	One child or group targets another
Usually resolved through mediation	Requires formal intervention
Both children upset	One child is intentionally harmed

Understanding this distinction helps ensure concerns are responded to proportionately whilst taking every report seriously.

Types of Bullying

Bullying may include:

- verbal bullying;
- physical bullying;
- emotional bullying;
- relational bullying;
- online (cyberbullying);
- discriminatory bullying.

Discriminatory bullying includes bullying related to:

- race;
- religion;
- disability;
- SEND;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;
- looked after status;
- young carers;
- socioeconomic background.

Some incidents may also constitute child-on-child abuse and safeguarding procedures will then apply.

4. Our Anti-Bullying Culture

At Roseberry Primary School we believe culture prevents bullying.

Children thrive where adults consistently model kindness, respect and inclusion.

Bullying prevention is everyone's responsibility.

Every interaction contributes to our culture.

Every adult is expected to:

- greet pupils positively;
- model respectful relationships;
- challenge discriminatory language immediately;
- notice isolated children;
- encourage inclusion;
- build trust;
- listen carefully to concerns;
- respond calmly and consistently;
- celebrate kindness;
- never dismiss concerns as "just falling out."

Children are expected to:

- be kind;
- include others;
- celebrate differences;
- report concerns;
- support one another;
- refuse to join in bullying;
- seek help when worried.

Creating an Upstander Culture

We actively teach children to become **upstanders** rather than bystanders.

Children learn to:

- recognise bullying;
- safely challenge unkind behaviour;
- support pupils who may feel isolated;
- report concerns to trusted adults;
- understand that telling an adult is responsible, not "telling tales."

Behaviour and Bullying

Bullying is a behaviour choice.

However, we recognise that children displaying bullying behaviour may require additional support.

Understanding behaviour never excuses bullying.

It enables adults to respond effectively whilst maintaining consistently high expectations.

Inclusion

We celebrate diversity.

Children are explicitly taught that differences should be respected and valued.

Discriminatory language or behaviour is challenged immediately.

No child should feel unsafe because of:

- disability;
- race;
- religion;
- culture;
- family background;
- appearance;
- gender;
- sexual orientation;
- gender identity;
- additional needs.

Everyone belongs at Roseberry Primary School.

5. Roles and Responsibilities

Creating a culture free from bullying is the responsibility of every member of the Roseberry Primary School community.

Consistency between adults is fundamental to ensuring pupils feel safe and protected.

The Governing Body

The Governing Body will:

- ensure the school has an effective Anti-Bullying Policy;
- monitor bullying trends;
- ensure compliance with statutory guidance;
- monitor protected characteristics and equality data;
- ensure appropriate safeguarding arrangements are in place;
- review bullying information annually;
- challenge leaders where patterns emerge.

Executive Headteacher

The Executive Headteacher will:

- establish the school's anti-bullying culture;
- ensure bullying is never tolerated;
- oversee serious bullying investigations;
- monitor trends;
- ensure staff receive appropriate training;
- report to governors;
- ensure appropriate safeguarding referrals are made where required.

Head of School

The Head of School will:

- implement this policy consistently;
- ensure pupils feel safe;
- oversee investigations;
- monitor CPOMS records;
- analyse patterns;
- communicate with families;
- coordinate support for pupils;
- ensure follow-up monitoring takes place until bullying has stopped.

Senior Leadership Team

Senior leaders will:

- model respectful relationships;
- maintain visibility around school;

- support staff;
- quality assure investigations;
- oversee restorative practice;
- support meetings with parents;
- monitor vulnerable pupils.

Teachers

Teachers will:

- teach the Behaviour Curriculum;
- explicitly teach respectful relationships;
- promote inclusion;
- notice early warning signs;
- investigate concerns promptly;
- record incidents accurately;
- communicate with parents where appropriate;
- provide ongoing support.

Support Staff

Support staff will:

- reinforce expectations consistently;
- report concerns immediately;
- support pupils emotionally;
- encourage inclusion;
- contribute to investigations where appropriate;
- support restorative conversations.

Pupils

Every pupil is expected to:

- treat others with kindness and respect;
- include others;
- report bullying;
- support children who may feel isolated;
- act as an upstander;
- avoid retaliating;
- help create a culture where everyone belongs.

Parents and Carers

Parents and carers are valued partners.

They are expected to:

- report concerns promptly;
- support school investigations;
- reinforce respectful behaviour;

- communicate respectfully;
- work collaboratively with school;
- encourage children to report concerns;
- support agreed plans where required.

Together we create a school where every child feels safe, respected and able to succeed.

6. Prevention Through the Behaviour Curriculum

At Roseberry Primary School we believe that the most effective way to prevent bullying is to create a school culture where kindness, respect and inclusion are explicitly taught every day.

Bullying prevention is not delivered through isolated events. It is embedded throughout our Behaviour Curriculum, Relationships Education, assemblies, daily routines and wider school life.

Children are explicitly taught the knowledge, skills and behaviours required to develop healthy, respectful relationships and to recognise, prevent and respond appropriately to bullying.

We teach children to:

- recognise the difference between conflict and bullying;
- understand what bullying is and why it is unacceptable;
- celebrate diversity and difference;
- respect protected characteristics;
- recognise discriminatory language and behaviour;
- understand the impact bullying has on others;
- develop empathy;
- communicate respectfully;
- resolve disagreements appropriately;
- seek help from trusted adults;
- safely support others;
- become active upstanders;
- stay safe online.

Teaching is progressive and age appropriate, building children's understanding and confidence throughout their time at Roseberry Primary School.

Bullying Prevention is Delivered Through

- Behaviour Curriculum
- Relationships Education
- PSHE
- Computing
- Online Safety
- Assemblies
- Picture books and literature
- Circle Time
- Restorative conversations
- Daily classroom routines
- Educational visits
- Celebration events
- Anti-Bullying Week
- Safer Internet Day
- Pupil leadership opportunities

Promoting Inclusion

Children are regularly taught that everyone has the right to belong.

We actively celebrate:

- different cultures;
- different religions;
- different family structures;
- disability awareness;
- neurodiversity;
- equality;
- diversity;
- protected characteristics;
- individual strengths.

Staff actively challenge stereotypes and discriminatory language whenever it occurs.

Safe Environments

The school continually evaluates the physical and social environment to reduce opportunities for bullying.

This includes:

- appropriate staff deployment;
- visible leadership;
- structured playtimes;
- inclusive clubs;
- safe spaces;
- supervision of vulnerable areas;
- seating arrangements where appropriate;
- friendship support;
- behaviour monitoring.

Pupil Leadership

Children are encouraged to contribute to a positive school culture through opportunities including:

- School Council;
- Playground Leaders;
- Reading Ambassadors;
- Wellbeing Ambassadors (where appropriate);
- Anti-Bullying Week activities;
- peer support opportunities.

Children are taught that preventing bullying is everyone's responsibility.

7. Reporting Concerns

Every pupil should feel confident that they will be listened to and taken seriously.

Children are encouraged to report concerns as soon as possible.

They should never worry about "getting someone into trouble."

Reporting concerns helps adults keep everyone safe.

Pupils Can Report Concerns To

- any member of staff;
- their class teacher;
- teaching assistants;
- lunchtime supervisors;
- Senior Leaders;
- the SENDCo;
- trusted adults in school.

Parents and carers are encouraged to report concerns promptly rather than attempting to resolve bullying directly with another family.

Adults Will Always

- listen carefully;
- remain calm;
- reassure the child;
- thank them for speaking up;
- record concerns appropriately;
- investigate fairly;
- act promptly;
- provide ongoing support.

Anonymous Concerns

Where appropriate, anonymous concerns will be investigated.

Whilst anonymous reports may limit the school's ability to gather evidence, every concern will be considered carefully.

Immediate Safeguarding

Where there is any indication that bullying may involve:

- child-on-child abuse;
- criminal behaviour;
- sexual harassment;
- hate incidents;
- serious violence;
- safeguarding concerns;

staff will immediately follow the school's safeguarding procedures alongside this policy.

8. Investigating Bullying

Every report of bullying will be investigated fairly, thoroughly and sensitively.

Our aim is always to establish:

- what has happened;
- whether bullying has occurred;
- who has been affected;
- what support is required;
- what action is necessary to prevent recurrence.

Investigations will be proportionate to the seriousness of the concern.

Investigation Process

Staff will normally:

1. ensure everyone involved is safe;
2. listen to the child raising the concern;
3. gather factual information;
4. speak to all pupils separately;
5. speak to witnesses where appropriate;
6. consider any safeguarding concerns;
7. review previous incidents or CPOMS records;
8. communicate with parents where appropriate;
9. determine appropriate next steps.

No assumptions will be made before the investigation has been completed.

All pupils will be treated respectfully throughout the process.

Gathering Evidence

Evidence may include:

- pupil accounts;
- witness statements;
- staff observations;
- CPOMS records;
- screenshots;
- online messages;
- photographs;
- previous incidents.

Staff will remain objective throughout.

Safeguarding Considerations

During every investigation staff will consider whether the behaviour indicates:

- child-on-child abuse;
- exploitation;
- coercion;
- discrimination;
- emotional abuse;
- criminal behaviour;
- unmet SEND needs;
- mental health concerns.

Where necessary, safeguarding procedures will take precedence.

9. Responding to Bullying

Bullying is never accepted.

When bullying is confirmed, our response will always aim to:

- stop the bullying immediately;
- keep everyone safe;
- support the victim;
- hold the pupil displaying bullying behaviour accountable;
- educate rather than simply punish;
- repair relationships where appropriate;
- prevent recurrence.

Our response follows the school's relational framework.

Stage 1 – Relate

Adults:

- reassure the victim;
- establish psychological safety;
- ensure all pupils are calm;
- separate pupils if necessary;
- communicate with kindness and respect.

Stage 2 – Regulate

Adults support pupils to become emotionally regulated before expecting reflection.

This may include:

- thinking time;
- movement breaks;
- sensory strategies;
- trusted adults;
- calm spaces;
- co-regulation.

Stage 3 – Reflect

Adults support pupils to understand:

- what happened;
- who was affected;
- the impact of their actions;
- how situations could have been handled differently.

Reflection is not interrogation.

It is a learning conversation.

Stage 4 – Repair

Where appropriate, restorative actions may include:

- verbal apologies;
- written apologies;
- repairing damaged property;
- rebuilding friendships;
- replacing missed learning;
- helping others;
- agreeing future targets.

Repair must always be meaningful.

Consequences

Consequences may include:

- restorative conversations;
- reflection time;
- loss of privileges;
- additional supervision;
- behaviour support plans;
- parental meetings;
- internal removal where appropriate;
- suspension in serious cases.

Consequences will always be:

- proportionate;
- reasonable;
- consistent;
- educational.

10. Restorative Practice

At Roseberry Primary School we believe that bullying damages relationships.

Whilst consequences are important, long-term change is most likely when children understand the impact of their actions and are supported to repair harm.

Restorative practice complements consequences; it does not replace them.

Restorative Principles

We believe:

- every child deserves to be heard;
- everyone should be treated with dignity;
- mistakes provide opportunities to learn;
- empathy can be taught;
- relationships can often be repaired;
- every child deserves the opportunity to make a fresh start.

Restorative Questions

Victims may be asked:

- What happened?
- How did it make you feel?
- What has been the hardest part?
- What do you need now?
- How can we help you feel safe?

Pupils displaying bullying behaviour may be asked:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- How do you think they feel?
- What needs to happen to repair the harm?
- What will you do differently next time?

Fresh Start

Once:

- consequences have been completed;
- restorative work has taken place;
- leaders are confident the bullying has stopped;

the incident is considered closed.

Adults will continue to monitor relationships but will avoid repeatedly revisiting previous behaviour unnecessarily.

Children should know that they can learn from mistakes, rebuild trust and move forward positively whilst maintaining the school's consistently high expectations.

11. Child-on-Child Abuse

Roseberry Primary School recognises that bullying may, in some circumstances, constitute child-on-child abuse.

All child-on-child abuse is unacceptable and will never be dismissed as:

- "banter";
- "part of growing up";
- "children falling out";
- "just having a laugh";
- "boys being boys."

Staff understand that behaviours which are minimised or normalised can quickly become harmful and place children at risk.

Where bullying behaviour may also constitute child-on-child abuse, safeguarding procedures will take precedence and this policy will operate alongside the school's Child Protection and Safeguarding Policy.

Child-on-Child Abuse May Include

- physical abuse;
- emotional abuse;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- online abuse;
- coercive behaviour;
- initiation or hazing behaviours;
- discriminatory abuse;
- sharing sexual images without consent;
- prejudice-based abuse.

Staff Responsibilities

All staff will:

- remain professionally curious;
- recognise that abuse can occur between children of any age or gender;
- take all disclosures seriously;
- avoid making assumptions;
- never promise confidentiality;
- record concerns promptly on CPOMS;
- report concerns immediately to the Designated Safeguarding Lead (DSL).

Immediate Response

Where child-on-child abuse is suspected, staff will:

- ensure everyone involved is safe;
- separate pupils where appropriate;

- listen carefully without leading questions;
- reassure the child;
- explain next steps;
- report immediately to the DSL;
- preserve evidence where appropriate.

The DSL will determine whether additional agencies, including Children's Social Care or the Police, should be involved.

Supporting Children

Both the child who has experienced abuse and the child displaying harmful behaviour will receive appropriate support.

Support will be proportionate to need and may include:

- pastoral support;
- safeguarding interventions;
- mental health support;
- Early Help;
- external agency involvement;
- Behaviour Support Plans;
- Individual Risk Assessments.

The school's priority is always the safety and wellbeing of every child.

12. Cyberbullying

CYBERBULLYING

RESPECT ONLINE. BE KIND. BE SAFE.



Technology plays an increasingly important role in children's lives.



Whilst technology creates many opportunities for learning and communication, it can also be misused to intimidate, threaten, exclude or humiliate others.



We take all forms of cyberbullying seriously.



Cyberbullying is treated with the same seriousness as face-to-face bullying and may also become a safeguarding concern.

ONLINE PLATFORMS

Cyberbullying may occur through:

- | | |
|------------|--------------------------|
| WhatsApp; | online gaming; |
| Snapchat; | livestreaming platforms; |
| TikTok; | text messaging; |
| Instagram; | email; |
| Discord; | other digital platforms. |

The school recognises that technology changes rapidly and this list is not exhaustive.

CYBERBULLYING MAY INCLUDE

- abusive messages;
- threatening messages;
- repeated unwanted contact;
- sharing embarrassing images;
- creating fake accounts;
- impersonation;
- exclusion from online groups;
- spreading rumours online;
- online discrimination;
- sharing private information without consent;
- AI-generated images or manipulated content intended to cause distress;
- misuse of gaming platforms or messaging applications.

RESPONDING TO CYBERBULLYING

Staff will encourage pupils to:

- avoid retaliating;
- keep evidence;
- take screenshots where appropriate;
- block users where safe to do so;
- report concerns immediately.

Where appropriate, the school will:

- investigate the incident;
- support the victim;
- communicate with parents;
- request the removal of harmful online content;
- involve external agencies where required;
- refer safeguarding concerns to the DSL.

EDUCATION

Online safety is explicitly taught through:

- | | | |
|-------------|---------------------|--------------------------|
| Computing; | PSHE; | Relationships Education; |
| assemblies; | Safer Internet Day; | classroom discussions. |

Children are taught:

- respectful online behaviour;
- digital citizenship;
- responsible communication;
- privacy;
- reporting online abuse;
- recognising online manipulation.



We are committed to creating a **safe**, **respectful** and **inclusive** online environment where everyone can learn, connect and thrive.



13. Supporting Pupils

Bullying affects everyone involved.

Roseberry Primary School provides appropriate support for:

- pupils who have experienced bullying;
- pupils displaying bullying behaviour;
- witnesses;
- families.

Support is personalised according to individual need.

Supporting Pupils Who Have Experienced Bullying

Children may receive:

- reassurance;
- regular check-ins;
- trusted adult support;
- pastoral mentoring;
- emotional regulation support;
- friendship support;
- restorative opportunities where appropriate;
- safeguarding support;
- referrals to external agencies where necessary.

Staff will continue monitoring until leaders are confident that the bullying has stopped.

Children should always know:

- they were right to tell someone;
- they will be listened to;
- they are not to blame;
- adults will continue supporting them.

Supporting Pupils Displaying Bullying Behaviour

Children displaying bullying behaviour also require support.

The purpose of support is not to excuse behaviour but to reduce the likelihood of repetition.

Support may include:

- restorative conversations;
- behaviour coaching;
- emotional literacy work;
- regulation strategies;
- Behaviour Support Plans;
- parental meetings;
- mentoring;

- social skills interventions;
- SEND assessment where appropriate;
- Early Help;
- external agency involvement.

Adults will seek to understand any underlying factors whilst maintaining consistently high expectations.

Supporting Families

Parents and carers are key partners.

The school will:

- communicate openly;
- explain actions taken;
- provide advice;
- involve families in planning support;
- maintain regular communication;
- celebrate improvements.

14. Recording, Monitoring and Evaluation

Accurate recording enables leaders to identify patterns, evaluate provision and improve practice.

All confirmed bullying incidents, and significant concerns where bullying is suspected, will be recorded on CPOMS.

Records Will Include

- date and time;
- location;
- pupils involved;
- witnesses;
- type of bullying;
- protected characteristics where relevant;
- antecedents;
- actions taken;
- support provided;
- restorative actions;
- parent communication;
- follow-up arrangements.

Records will be factual, objective and completed as soon as reasonably practicable.

Monitoring

The Head of School will regularly analyse bullying information to identify:

- year groups;
- locations;
- times of day;
- repeat incidents;
- repeat victims;
- repeat perpetrators;
- online trends;
- protected characteristics;
- SEND;
- disadvantaged pupils;
- attendance links;
- safeguarding concerns.

Leaders will use this information to:

- improve supervision;
- strengthen curriculum provision;
- plan staff training;
- evaluate interventions;
- review Behaviour Support Plans;
- improve whole-school culture.

Equality Monitoring

Bullying information will be analysed to identify whether any group of pupils is disproportionately affected.

Where patterns emerge, leaders will review:

- reasonable adjustments;
- curriculum provision;
- staff practice;
- supervision arrangements;
- wider inclusion strategies.

The school is committed to ensuring every child feels equally safe and included.

15. Working in Partnership with Parents and Carers

Strong partnerships between school and home are essential in preventing bullying.

Roseberry Primary School values parents and carers as partners in creating a safe and respectful school community.

Parents Can Expect the School To

- take concerns seriously;
- investigate promptly;
- communicate openly;
- treat children fairly;
- provide appropriate support;
- maintain confidentiality where appropriate;
- monitor situations carefully;
- keep safeguarding at the centre of decision-making.

The School Expects Parents To

- report concerns promptly;
- communicate respectfully;
- support school investigations;
- avoid approaching other children directly;
- reinforce respectful behaviour at home;
- attend meetings where appropriate;
- work collaboratively with school staff.

Communication

Communication with families should be:

- timely;
- honest;
- respectful;
- solution-focused;
- child-centred.

Review Meetings

Where bullying has been confirmed, review meetings may be arranged to:

- evaluate progress;
- consider ongoing support;
- review Behaviour Support Plans where appropriate;
- agree next steps;
- ensure bullying has ceased.

Our Shared Commitment

By working together, school and home create the consistency, trust and positive relationships that help children feel safe, develop empathy and understand that everyone has the right to learn in an environment free from bullying.

16. Monitoring and Review

This policy will be reviewed annually by the Executive Headteacher and Head of School to ensure it continues to reflect statutory guidance, safeguarding requirements and best practice.

An earlier review may take place where:

- statutory guidance changes;
- safeguarding guidance is updated;
- behaviour monitoring identifies improvements are required;
- bullying trends indicate changes to practice are needed;
- significant incidents identify learning opportunities;
- Trust policies are revised.

The Governing Body will receive regular reports regarding:

- the number of bullying concerns;
- confirmed bullying incidents;
- discriminatory incidents;
- cyberbullying;
- child-on-child abuse trends;
- protected characteristics;
- repeat incidents;
- outcomes of interventions;
- staff training;
- pupil voice;
- parent feedback.

Governors will provide appropriate challenge and support to ensure that bullying continues to reduce and that every pupil feels safe.

Success Measures

The effectiveness of this policy will be evaluated using both quantitative and qualitative information.

Quantitative Measures

Leaders will monitor:

- reductions in confirmed bullying incidents;
- reductions in repeat bullying;
- reductions in discriminatory incidents;
- reductions in cyberbullying concerns;
- improved attendance of previously affected pupils;
- fewer safeguarding concerns linked to bullying;
- reduced behaviour incidents associated with bullying.

Qualitative Measures

Leaders will also consider:

- pupil voice;
- parent feedback;
- staff surveys;
- governor monitoring visits;
- safeguarding audits;
- learning walks;
- behaviour observations;
- inclusion reviews.

The school's aim is not simply to reduce recorded incidents but to create a culture where pupils consistently report that:

- they feel safe;
- bullying is rare;
- adults listen;
- concerns are dealt with quickly;
- everyone is treated fairly and respectfully.

Appendix 1 – Bullying or Conflict?

Understanding the difference between conflict and bullying helps adults respond consistently and proportionately.

Conflict	Bullying
Usually involves pupils of similar power	Involves a real or perceived imbalance of power
One-off disagreement	Repeated or likely to be repeated
Both pupils contribute	One pupil or group targets another
Both pupils usually upset	One pupil is intentionally harmed
Can often be resolved through mediation	Requires structured school intervention
Learning opportunity	Safeguarding and behaviour concern

Staff Questions

When responding to concerns, staff should ask:

- Has this happened before?
- Was the behaviour deliberate?
- Is there a power imbalance?
- Is someone being repeatedly targeted?
- Does safeguarding need to be considered?

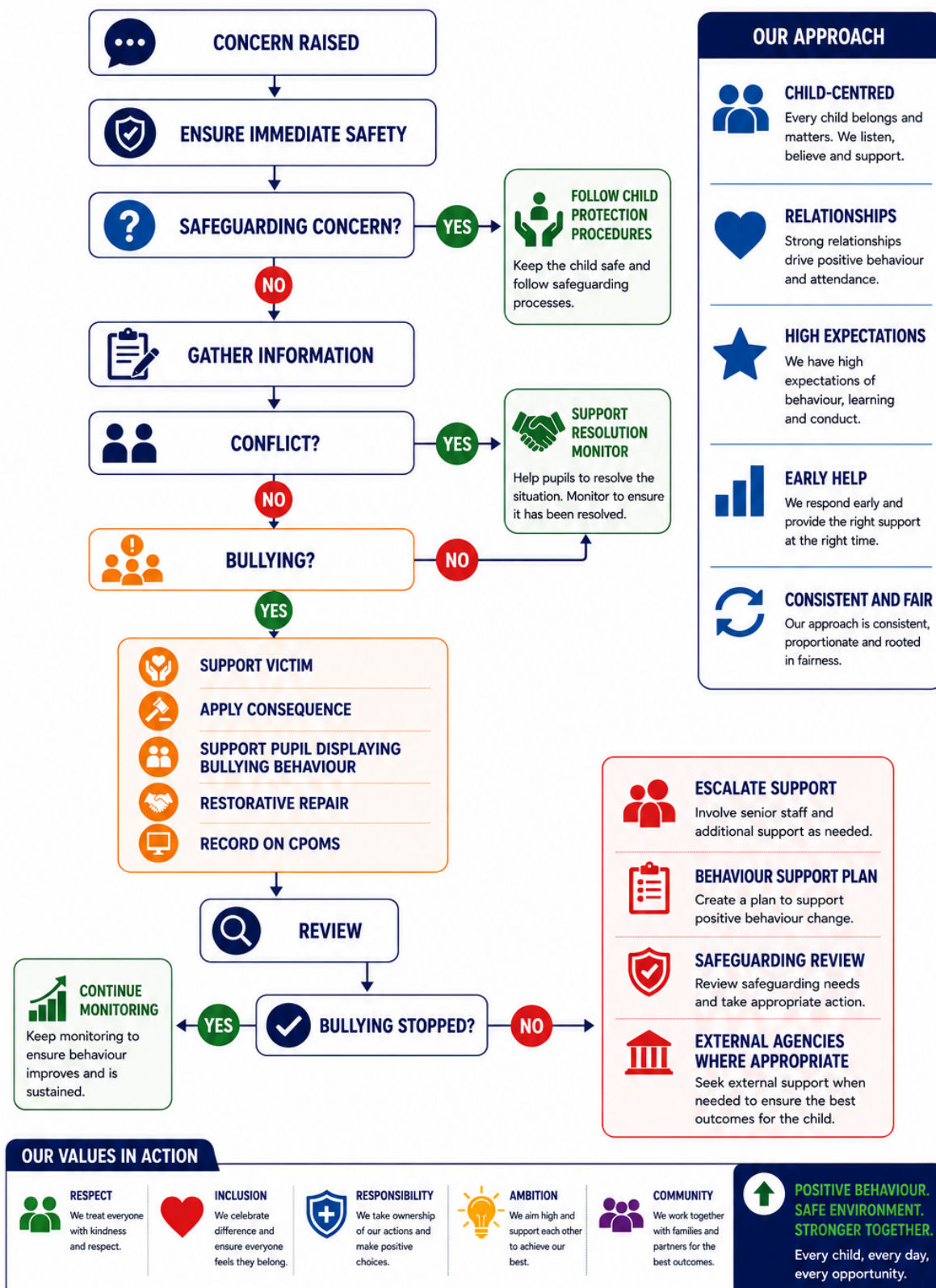
Not every friendship difficulty is bullying.

Every concern, however, deserves careful investigation.

Appendix 2 – Bullying Reporting Pathway

BEHAVIOUR AND BULLYING FLOWCHART

A calm, consistent and supportive approach for every child.



Appendix 3 – Restorative Questions

Questions for the Child Who Has Experienced Bullying

- What happened?
- What were you thinking when it happened?
- How has this affected you?
- What has been the hardest part?
- What do you need from us?
- How can we help you feel safe again?

Questions for the Child Displaying Bullying Behaviour

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected?
- How do you think they feel?
- What needs to happen to repair the harm?
- What will you do differently next time?

These questions should only be used once pupils are calm and emotionally regulated.

Appendix 4 – Being an Upstander



BEING AN UPSTANDER NOT A BYSTANDER

We teach children to become **upstanders**, not bystanders.

AN UPSTANDER:



notices when someone is being treated unfairly;



includes children who may feel isolated;



refuses to join in bullying;



speaks respectfully;



gets help from a trusted adult;



supports others safely.



CHILDREN ARE REMINDED:



STOP

Don't join in.



SUPPORT

Show kindness and include others.



SPEAK

Tell a trusted adult.



STAY SAFE

Never put yourself at risk trying to stop bullying.



Being an upstander helps everyone feel that they **belong**.



BE KIND. BE RESPECTFUL. BE AN UPSTANDER.
TOGETHER, WE CAN MAKE OUR SCHOOL A PLACE
WHERE EVERYONE FEELS **SAFE** AND **INCLUDED**.



Appendix 5 – Child-Friendly Summary

CHILD-FRIENDLY SUMMARY

A calm, consistent and supportive approach for every child.

OUR PROMISE

Everyone at Roseberry Primary School has the right to:



feel safe



feel respected



be included



enjoy learning



ask for help

IF YOU ARE WORRIED

Talk to:



your teacher



a teaching assistant



a lunchtime supervisor



the Head of School



any trusted adult



It's always ok
to ask for help.

WE WILL:



listen



believe you



help you



investigate fairly



keep checking that
things have improved



We take every
concern seriously.

REMEMBER

Bullying is:



repeated



hurtful



intentional



unfair



Falling out with a friend
is different from bullying,
but we will still help you
resolve problems.

OUR SCHOOL VALUES

We are:



Ready



Respectful



Safe



Responsible



Together, we create a school where everyone belongs,
everyone is valued, and everyone can succeed.



Appendix 6 – Staff Guidance: Responding to Bullying

STAFF GUIDANCE: RESPONDING TO BULLYING

A calm, consistent and supportive approach for every child.



EVERY ADULT WILL



Listen carefully.



Remain calm.



Reassure the child.



Thank them for speaking up.



Take the concern seriously.



Record factual information.



Inform the appropriate member of staff.



Continue monitoring.



EVERY ADULT WILL NOT



Ignore concerns.



Minimise behaviour.



Promise confidentiality.



Ask leading questions.



Force children to meet together.



Pressure children to apologise.



Leave concerns unrecorded.

OUR RESPONSE



RELATE

"I'm glad you told me."

"I'm going to help."

"You've done the right thing."



REGULATE

Ensure everyone is calm.

Provide reassurance.

Separate pupils if required.



REFLECT

Gather information.

Understand what happened.

Consider the impact.



REPAIR

Provide appropriate consequences.

Complete restorative work.

Monitor carefully.



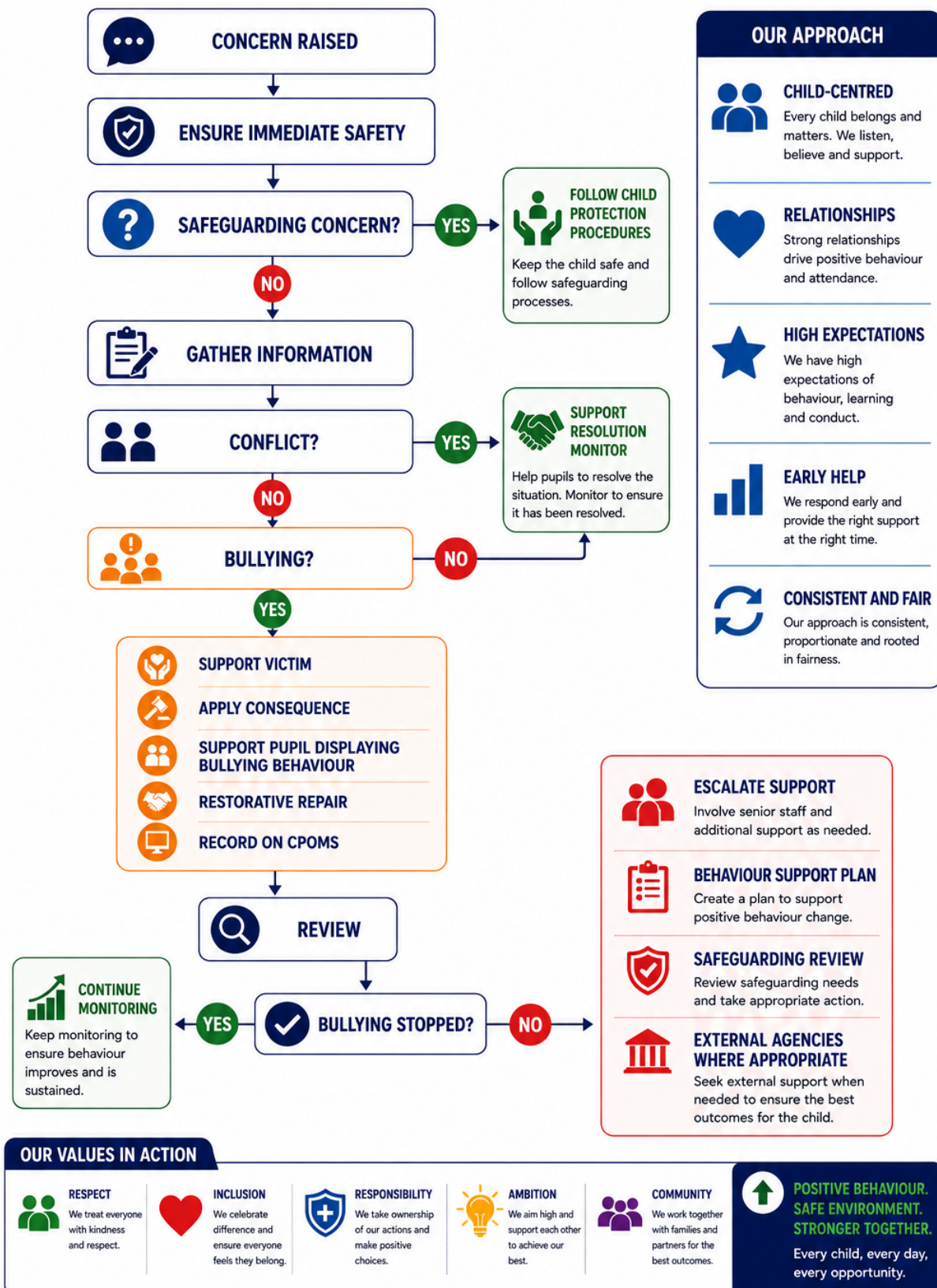
Our response is consistent, proportionate and focused
on the well-being of everyone.



Appendix 7 – Behaviour and Bullying Flowchart

BEHAVIOUR AND BULLYING FLOWCHART

A calm, consistent and supportive approach for every child.



Appendix 8 – Guidance for Parents

What Should I Do If My Child Says They Are Being Bullied?

Please:

- listen calmly;
- reassure your child;
- avoid contacting other parents directly;
- contact school as soon as possible;
- keep any online evidence;
- continue encouraging your child to attend school.

The school will:

- investigate promptly;
- communicate with you;
- support your child;
- monitor the situation;
- continue reviewing until concerns have been resolved.

What If My Child Has Been Accused of Bullying?

We understand this may be upsetting.

The school will:

- investigate fairly;
- listen to all children involved;
- explain our findings;
- support your child to understand the impact of their behaviour;
- work with you to prevent repetition.

Our aim is education, accountability and positive behaviour change.

Appendix 9 – Bullying Recording Expectations

All confirmed bullying incidents should be recorded on CPOMS.

Records should include:

- ✓ Date
- ✓ Time
- ✓ Location
- ✓ Pupils involved
- ✓ Witnesses
- ✓ Type of bullying
- ✓ Protected characteristic (where applicable)
- ✓ Antecedents
- ✓ Actions taken
- ✓ Consequences
- ✓ Restorative actions
- ✓ Parent communication
- ✓ Follow-up arrangements

Records should always be:

- factual;
- objective;
- timely;
- professional.

Appendix 10 – Linked Policies

This policy should be read alongside:

- Behaviour & Relationships Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Relationships, Sex and Health Education (RSHE) Policy
- SEND Policy
- Equality Policy
- Attendance Policy
- Suspension and Exclusion Policy
- Positive Handling/Restrictive Interventions Policy
- Staff Code of Conduct