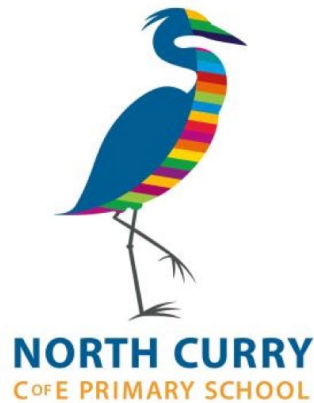




North Curry C of E Primary School Anti-bullying Policy



Signed by:

H Morley Headteacher

S Colwell Chair of governors

Date: 8th September 2026

Date: 8th September 2026

Review date: September 2027

This policy is based upon a model policy which has been produced by the National College (nationalcollege.com)

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Statement of intent

RRSA: Articles 3 (Best interests of the child), 12 (Respect for the views of the child), 19 (Protection from violence, Abuse and Neglect) and 28 (Access to education).

At North Curry CE Primary School:

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Kindness and Love.

**Together
Everyone
Achieves
More**

through...

loving learning, loving one another and loving life itself

'Thou shalt love thy neighbour as thyself' Matthew 22: 37-39
AGAPE: The Good Samaritan Luke 10: 25-37



North Curry C of E Primary School believes that all pupils are entitled to learn in a safe and supportive environment in line with our school vision and values; this means being free from all forms of bullying behaviour.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Support Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Preventing and Responding to Bullying tool

At our school, we believe that every child has the right to feel safe, respected, and included. Although we cannot completely guarantee that bullying will never occur, we are strongly committed to taking proactive steps to prevent it and to respond effectively when it does happen.

To support this commitment, we use our reflective tool, *Preventing and Responding to Bullying*, to regularly evaluate and improve our approach. This annual review process helps us measure our effectiveness, stay focused on our goals, and continue strengthening how we prevent and respond to bullying across our school community.

For further information about our Bullying Response Tool and the resources we use to support our work, please refer to the Appendix or visit the Anti-Bullying section of our website.

1. Legal framework

- 1.1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

Education and Inspections Act 2006
Equality Act 2010
Protection from Harassment Act 1997
Malicious Communications Act 1988
Public Order Act 1986
Communications Act 2003
Human Rights Act 1998
Crime and Disorder Act 1998
Education Act 2011
Keeping Children Safe in Education 2026

- 1.2. This policy has been written in accordance with guidance, including, but not limited to:

DfE 'Preventing and tackling bullying'
DfE 'Mental health and wellbeing provision in schools'
DfE 'Keeping children safe in education'
DfE 'Behaviour in schools: advice for headteachers and school staff'
DCMS, DSIT, and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
DfE 'Supporting children and young people with medical conditions and allergy'

- 1.2.1. This policy operates in conjunction with the following school policies:

- Behaviour and Support Policy
- Online Safety Policy
- Safeguarding and Child Protection Policy
- Social, Emotional and Mental Health Policy
- Special Educational Needs and Disabilities Policy

2. Definition

We have a clear definition of bullying, which 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 also believe it's important that everyone in our community understands what bullying means. That's why we've created a child-friendly version of the definition — to help children clearly understand what bullying is, how to identify it, and how it's different from everyday conflict or disagreements.

Bullying is when someone keeps being unkind to another person on purpose. It happens more than once, and it can make the other person feel upset, scared or left out.

- 2.1. For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.
- 2.2. Bullying is generally characterised by:
 - **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
 - **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
 - **Targeting:** Bullying is generally targeted at a specific individual or group.
 - **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.
- 2.3. Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.
- 2.4. Vulnerable pupils may include, but are not limited to:
 - Pupils with SEND.
 - Pupils who are adopted.
 - Pupils suffering from a health problem.
 - Pupils with caring responsibilities.

3. Types of bullying

- 3.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.
- 3.2. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.
- 3.3. Bullying is acted out through the following mediums:
 - Verbally

- Physically
 - Emotionally
 - Online (Cyber)
- 3.4. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
 - 3.5. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
 - 3.6. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
 - 3.7. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
 - 3.8. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
 - 3.9. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.
 - 3.10. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

4. Roles and responsibilities

- 4.1. The governing board is responsible for:
 - Evaluating and reviewing this policy to ensure that it is not discriminatory.
 - The overall implementation of this policy.
 - Ensuring that the school adopts a tolerant and open-minded policy towards difference.
 - Ensuring the school is inclusive.
 - Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- 4.2. The headteacher is responsible for:
 - Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

- Keeping a [Bullying Report Form](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Reviewing each incident with the individuals concerned using the Bullying Review Form
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Reporting all bullying incidents to the governing body on a termly basis
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.
- Use our 'Preventing and Responding to Bullying' tool to reflect on whether we are consistently meeting our aims and update and adapt our strategies and resources as needed to ensure they remains relevant and effective.

4.3. Teachers are responsible for:

- Being alert to social dynamics in their class.
- Providing consistent support to children in resolving relational conflict on the playground
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the targets of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

4.4. The ELSA is responsible for:

- Offering emotional support to targets of bullying and those who have been bullying others.
- Alerting the class teachers or Head teacher/SLT regarding any incidents of bullying.

4.5. Parents are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the target of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

4.6. Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a target of bullying.
- Not making counter-threats if they are targets of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of online bullying and informing a member of staff should they fall target to online bullying.
- Engaging in restorative conversations and reflecting on their own involvement when bullying incidents occur, helping to build accountability and understanding.

5. Statutory implications

- 5.1. The school understands that, under the Equality Act 2010, it has a responsibility to:
 - Eliminate unlawful discrimination, harassment, targetisation and any other conduct prohibited by the act.
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Foster good relations between people who share a protected characteristic and people who do not share it.
- 5.2. The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.
- 5.3. The headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
- 5.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
 - Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
 - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
 - Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or

menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

6. Prevention

- 6.1. The school clearly communicates a whole-school commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole school.
- 6.2. All incidents of 'bullying' will be investigated by a small, designated group of staff members (HT, SLT or ELSA) to maintain a consistent and thoughtful response to incidents by adhering to our clearly defined steps and procedures.
- 6.3. Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- 6.4. All types of bullying will be discussed as part of the PSHE curriculum.
- 6.5. Diversity, difference and respect for others is promoted and celebrated through various lessons.
- 6.6. Seating plans will be organised and altered in a way that prevents instances of bullying.
- 6.7. Potential targets of bullying are placed in working groups with other pupils who do not abuse or take advantage of others.
- 6.8. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 6.9. All members of the school are made aware of this policy and their responsibilities in relation to it.
- 6.10. All staff members receive training on identifying and dealing with the different types of bullying.
- 6.11. A safe place, supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone e.g. the Yellow room.
- 6.12. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 6.13. Pupils deemed vulnerable, as defined in [section two](#), will meet with their class teacher as and when necessary to ensure any problems can be actioned quickly.

- 6.14. All staff will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are targets or have witnessed an incident.
- 6.15. Before a vulnerable pupil joins the school, the pupil's class teacher, DSLs and the Headteacher will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.
- 6.16. The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- 6.17. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.
- 6.18. The school places a strong focus on equipping children with strategies to respond to unkind comments calmly and safely, encouraging early resolution of conflicts and promoting positive relationships.
- 6.19. The school promotes and celebrates kindness and respect through well-established, visible initiatives that are given a strong whole-school focus, fostering a positive and inclusive culture.

7. Signs of bullying

- 7.1. Staff will be alert to the following signs that may indicate a pupil is a target of bullying:
 - Being frightened to travel to or from school
 - Asking to be driven to school
 - Unwillingness to attend school
 - Truancy
 - Becoming anxious or lacking confidence
 - Saying that they feel ill in the morning
 - Decreased involvement in school work
 - Returning home with torn clothes or damaged possessions
 - Missing possessions
 - Missing dinner money
 - Asking for extra money or stealing
 - Cuts or bruises
 - Lack of appetite
 - Unwillingness to use the internet or mobile devices
 - Becoming agitated when receiving calls or text messages
 - Lack of eye contact
 - Becoming short tempered
 - Change in behaviour and attitude at home

- 7.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.
- 7.3. Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.
- 7.4. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:
 - They have experienced mental health problems, which have led to the pupil becoming aggravated
 - They have been the target of domestic abuse
 - Their academic performance has started to fall, which has meant they are stressed
- 7.5. If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

8. Staff principles

- 8.1. The school will ensure that prevention is a prominent aspect of its anti-bullying vision.
- 8.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- 8.3. Unpleasantness from one pupil towards another is always challenged and never ignored.
- 8.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.
- 8.5. Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the target has given consent to, or there is a safeguarding concern.
- 8.6. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSLs immediately.
- 8.7. Follow-up support is given to both the target and bully in the months following any incidents, to ensure all bullying has stopped.

9. Preventing child-on-child sexual abuse

- 9.1. The school has a zero-tolerance approach to all forms of child-on-child sexual abuse, including sexual harassment and sexual violence.

- 9.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.
- 9.3. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
- 9.4. Sexual violence refers to the three following offences:
- **Rape:**
 - **Assault by Penetration:**
 - **Sexual Assault:**
- 9.5. The school's Safeguarding Policy and Child Protection Policy alongside our Child-on-Child Abuse Policy outline our stance on addressing child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.
- 9.6. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.
- 9.7. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:
- Healthy relationships
 - Respectful behaviour
 - Gender roles, stereotyping and equality
 - Body confidence and self-esteem
 - Prejudiced behaviour
 - That sexual violence and sexual harassment is always wrong
 - Addressing cultures of sexual harassment
- 9.8. All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".
- 9.9. All staff will be aware that child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- 9.10. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers.

- 9.11. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.
- 9.12. LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.
- 9.13. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- 9.14. Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.
- 9.15. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

Managing disclosures

- 9.16. Targets will always be taken seriously, reassured, supported and kept safe.
- 9.17. Targets will never be made to feel like they are causing a problem or made to feel ashamed.
- 9.18. If a friend of a target makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a target reports an incident; however, staff will consider why the target has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of Children's Social Care Service (CSCS) where necessary. If staff are in any doubt, they will speak to the DSLs.
- 9.19. The DSLs will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENDCo, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

Confidentiality

- 9.20. The school will only engage with staff and agencies required to support the target and/or be involved in any investigation.
- 9.21. If a target asks the school not to tell anyone about the disclosure, the school will not make this promise.
- 9.22. Even without the target's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

9.23. The DSLs will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the target at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

9.24. More information regarding the school's stance on preventing child-on-child sexual abuse is available in our Safeguarding and Child Protection Policy.

10. Cyber bullying

10.1. The school has an Online Safety Policy in place, which outlines the school's zero-tolerance approach to online bullying.

10.2. The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in [section 12](#) of this policy if they become aware of any incidents.

10.3. The school will support pupils who have been targets of cyber bullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with [section 13](#) and [section 14](#) of this policy.

10.4. In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

10.5. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

10.6. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

11. Procedures

11.1. Minor incidents are reported to the target's class teacher, who investigates the situation and determines whether it is relational conflict or bullying. If it is deemed to be relational conflict, the teacher sets appropriate sanctions, facilitates reflective conversations, and informs the headteacher of the incident and the outcome. The incident is logged on Bromcom.

11.2. **Response to Bullying incident**

While the prevention of bullying remains a top priority, we recognise that responding to incidents appropriately, sensitively, and effectively is essential in preventing further occurrences and ensuring that all children feel safe and supported.

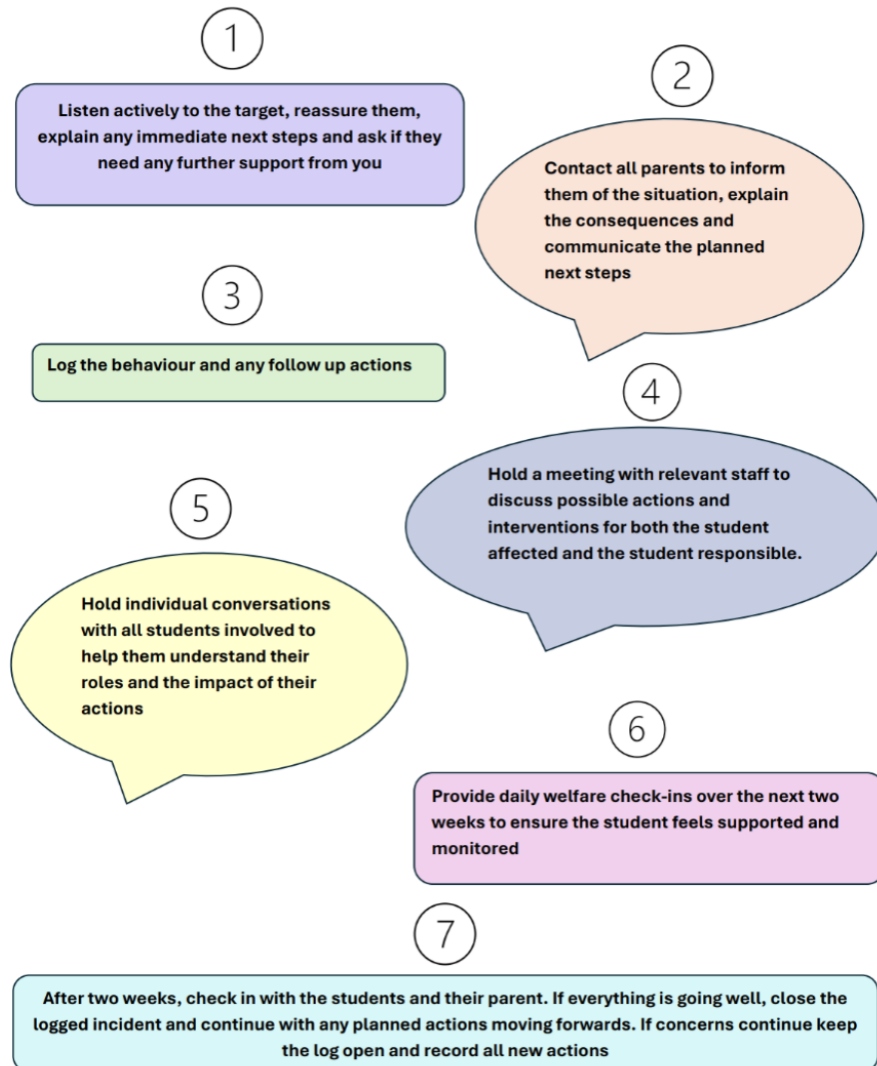
To that end, we have developed a clear and consistent response protocol for staff to follow when an allegation of bullying is made. This procedure will be carried out by two designated members of staff to maintain consistency and ensure that the process is followed correctly.

By implementing this response framework, we aim to act promptly and appropriately, provide clear communication to all parties involved, implement suitable interventions, and ensure that everyone understands their roles and responsibilities in addressing the situation.

We are also committed to ongoing follow-up to ensure the matter is fully resolved before any case is formally closed. This includes regular check-ins, appropriate documentation, and confirmation that all individuals involved feel the issue has been effectively addressed.

This process can be found [here](#)

Our Response to an Incident of Bullying



11.3. When investigating a bullying incident, the following procedures are adopted:

- The target, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the pupils being interviewed, including electronic communication
- If a pupil is injured, members of staff take the pupil immediately to the school nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the target and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture

- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

11.4. Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

11.5. Incident Logging and Ongoing Monitoring

All bullying incidents will be recorded on Bromcom, with clear actions assigned to address the situation. Each log will remain open and will be informally reviewed after two weeks to assess progress and the effectiveness of the interventions.

There will also be a more formal half termly review using the Bullying Review Form where a decision will be made—based on input from all parties involved—either to close the case if the issue has been resolved to everyone's satisfaction, or to extend it for a further period with additional actions to address any ongoing or unresolved concerns.

This process ensures that bullying incidents are not only responded to promptly but are also monitored consistently to support lasting resolution and the well-being of all involved.

11.6 Reflective Practice and Restorative Support

Another crucial aspect of our approach is the reflective work we undertake following any bullying incident. This includes working with all children involved—including those who may have adopted roles that contributed to the bullying.

We are committed to engaging these children in thoughtful conversations to explore why they may have taken on such roles, and to help them reflect on the role they would prefer to play in the future. This process encourages accountability, personal growth, and empathy.

We believe that preventing bullying is not solely the responsibility of staff but also lies in the collective power of the school community. By fostering a culture where children feel confident to speak out—safely and respectfully—against bullying, we help build a strong, supportive peer environment.

Our goal is to inspire all children to recognise the various roles individuals can play in a bullying situation and to actively choose to be upstanders rather than bystanders or participants. To help children understand the impact of their behaviour during a bullying incident, we explore the following roles with them;



This reflective approach also allows us to be proactive in supporting children who may be at risk of frequently assuming the roles of the assistant or reinforcer and guiding them toward more positive roles such as the defender.

12. Sanctions

- 12.1. If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.
- 12.2. The headteacher informs the pupil of the type of sanction to be used in this instance (removal of privileges and future sanctions) if the bullying continues.
- 12.3. If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the target (and/or witnesses if appropriate), or face-to-face, but only with the target's full consent. Discretion is used here; targets will never feel pressured into a face-to-face meeting with the bully.
- 12.4. The perpetrator is made to realise, by speaking regularly with their class teacher that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- 12.5. Parents are informed of bullying incidents and what action is being taken.
- 12.6. The headteacher informally monitors the pupils involved over the next half-term.

13. Support

- 13.1. If the pupil visits the ELSA, the ELSA informally checks whether the bullying has stopped.
- 13.2. For a month after the initial complaint of bullying, the class teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.
- 13.3. The headteacher holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the class teacher and target are confident the bullying has stopped.
- 13.4. If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- 13.5. The target is encouraged to tell a trusted adult in school if bullying is repeated.
- 13.6. The target is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- 13.7. The school, particularly the DSLs, will work with the target to build resilience, e.g. by offering emotional therapy.
- 13.8. The school realises that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session, to assist with any underlying mental health or emotional wellbeing issues.
- 13.9. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

14. Follow-up support

- 14.1. The progress of both the bully and the target are monitored by their class teacher.
- 14.2. One-on-one sessions to discuss how the target and bully are progressing may be appropriate.
- 14.3. If appropriate, follow-up correspondence is arranged with parents one month after the incident.
- 14.4. Pupils who have been bullied are supported in the following ways:
 - Being listened to
 - Having an immediate opportunity to meet with their class teacher or a member of staff of their choice
 - Being reassured
 - Being offered continued support

- Being offered counselling, where appropriate
- 14.5. Pupils who have bullied others are supported in the following ways:
- Receiving a consequence for their actions
 - Being able to discuss what happened
 - Being helped to reflect on why they became involved
 - Being helped to understand what they did wrong and why they need to change their behaviour
 - Appropriate assistance from parents
- 14.6. Pupils who have been bullied will be assessed on a case-by-case basis and the DSLs will, if necessary, refer the target of bullying to CAMHS.
- 14.7. In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher and DSLs will look to transfer the pupil to another mainstream school.
- 14.8. Where a child has developed such complex needs that alternative provision is required, the pupil who has been the target of bullying, their parents, the headteacher and DSLs will meet to discuss the use of alternative provision.

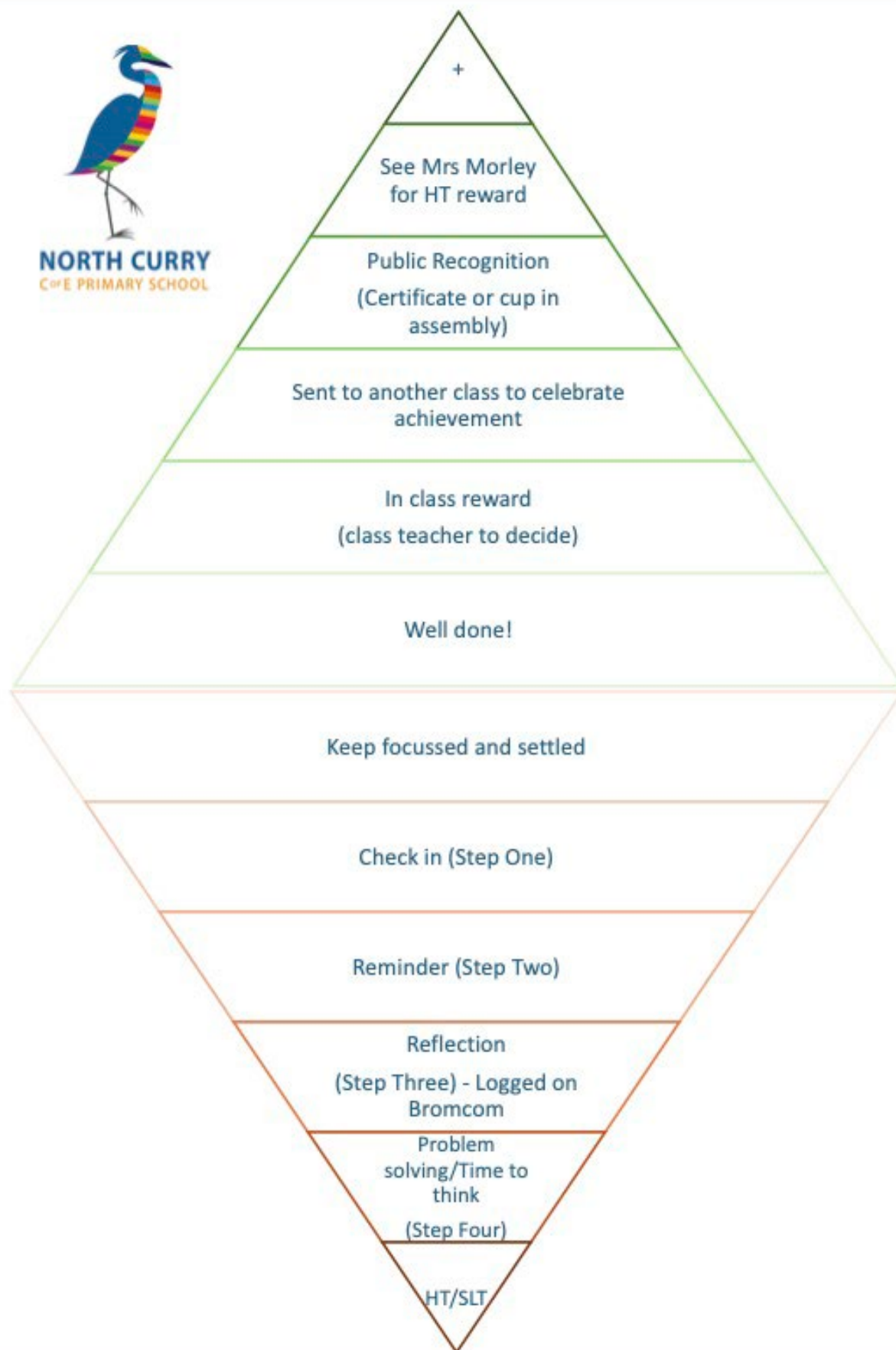
15. Bullying outside of school

- 15.1. The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.
- 15.2. Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- 15.3. Where bullying outside school is reported to school staff, it is investigated and acted on.
- 15.4. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.
- 15.5. The headteacher is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a pupil.
- 15.6. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

16. Monitoring and review

16.1. This policy is reviewed annually by the Headteacher, the DSLs and the governing body

16.2. The scheduled review date for this policy is September 2027.



Bullying Report Form

Incident details			
Date of incident		Time of incident	
Location / event			
Where did the incident occur?	☐ At School ☐ Online ☐ Out of School ☐ Other (specify):		
Nature / type of incident ☐ Extortion ☐ Written ☐ Isolation - being ignored or left out ☐ Possessions - taken or damaged ☐ Physical - being hit or hurt ☐ Forced into actions against will / hazing ☐ Verbal - name-calling, taunting, mocking, threatening ☐ Cyber - online, social media, email, text, posting photos / videos ☐ Spreading rumours ☐ Other (specify):			
Are there indications that the incident was motivated by any of these? Tick all that apply	☐ General appearance / demeanour ☐ Race / ethnic origin ☐ Disability / SEN ☐ Sexual orientation ☐ Gender / sexism ☐ Home circumstances ☐ Religion		

Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				

This policy is based upon a model policy which has been produced by the National College (nationalcollege.com)

6				
* Gender: F - Female / M - Male / NB - Non-binary / Another - please write in				
* Role: T - Target / Ri - Ringleader / Re - Reinforcer / O - Outsider / A - Assistant / D - Defender				

Brief summary of incident(s)

Action taken
Include any sanctions, exclusions, parental involvement, or involvement with external agencies.
Overall (include details if incident was referred on)
With each individual involved (noted on page 1)

Declaration	
Form completed by (print your name)	
Your signature	
Today's date	

Bullying Review Form

Incident Review Details			
Date of review		Time of review	
Original Bullying Referral by:			
Where did the incident occur?	☐ At School ☐ Online ☐ Out of School ☐ Other (specify):		
Nature / type of incident ☐ Extortion ☐ Written ☐ Isolation - being ignored or left out ☐ Possessions - taken or damaged ☐ Physical - being hit or hurt ☐ Forced into actions against will / hazing ☐ Verbal - name-calling, taunting, mocking, threatening ☐ Cyber - online, social media, email, text, posting photos / videos ☐ Spreading rumours ☐ Other (specify):			
Are there indications that the incident was motivated by any of these? Tick all that apply	☐ General appearance / demeanour ☐ Race / ethnic origin ☐ Disability / SEN ☐ Sexual orientation ☐ Gender / sexism ☐ Home circumstances ☐ Religion		

Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				

* Gender: **F** - Female / **M** - Male / **NB** - Non-binary / Another - please write in

* Role: **T** - Target / **Ri** - Ringleader / **Re** - Reinforcer / **O** - Outsider / **A** - Assistant / **D** - Defender

Brief summary of Review

How is the relationship currently with target and bully?

Has there been any emotional distress caused by the targeting?

Has there been any further targeting incidents?

Are you aware of how to report bullying?

Notes on review

Include any sanctions, exclusions, parental involvement, or involvement with external agencies.

Overall

Declaration

Form completed by

Your signature

X

Today's date

North Curry C of E Primary School

Preventing and Responding to Bullying: A practical 3 step guide

1. Supporting children in pro-actively resolving peer-peer conflict
2. School protocols for addressing a report of bullying
3. Pro-active community work

1. Supporting Children in Pro-Actively resolving peer-peer conflict		
Aim		How we meet this target
Empower our children to develop a strong, confident voice, enabling them to advocate for themselves and handle situations calmly with understanding and confidence		We empower all children to use their words and strategies for emotional regulation to confidently share their emotions and concerns with others e.g. using the language of the Zones of Regulation and kind words to solve problems. 1. Empathy and active listening 2. Respectful communication 3. Finding solutions 4. Building an understanding of positive relationships
Inspire our children to confidently stand up for others when they sense something is wrong and to intervene thoughtfully and effectively		Use the golden rules of 'Be kind, considerate and respectful' to help children actively engage in the message.
Establish a clear understanding for the responsible party to understand the expected response when a child asks them to stop etc		Ensure all children know how to confidentially report bullying. Teaching them about the role of the 'defender'. Share expectations on how children should manage these situations through role play and during PSHE lessons. Use the Zones of Regulation to regulate their emotions. Build children's self confidence, resilience and assertiveness.
All staff respond consistently when a child seeks assistance with conflict resolution		Embed a consistent staff response when a child seeks help with conflict resolution using the following approach. Make sure all parties are safe. Listen attentively (no interrupting or formalising response). Summarise and reflect (So what you're saying is that you are feelingbecause.....).

		Help to find solutions (including a focus on compromise and collaboration, the future and moving forward including apologies, acceptance and forgiveness).
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2. School protocols for addressing a report of bullying		
Aim		How we meet this target
All staff have a clear understanding of what constitutes bullying and are equipped with the knowledge and tools to effectively identify when it is bullying.		This is clearly defined in our 'Anti-Bullying Policy' which is shared with all staff each September and upon induction. In the policy it states that bullying is: <i>'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'.</i> We also have a child friendly version which is shared with the children regularly which is: <i>'Bullying is when someone keeps being unkind to another person on purpose. It happens more than once, and it can make the other person feel upset, scared or left out'.</i>
Ensure that after all 'reports of bullying' a clear, effective and consistent response is followed, clearly documented and 'closed off'.		Staff understand the definitions of bullying and use the 'Flow Chart Response to Bullying' in response. Staff also understand that all incidents of 'bullying' will be investigated by a small, designated group of staff members (HT, SLT or ELSA) to maintain a consistent and thoughtful response to incidents by adhering to our clearly defined steps and procedures. The 'Bullying Incident Report Form' is used to record the event/s and a log is made on Bromcom in line with our 'Behaviour Support Policy'. Monitoring and reviews take place as per the 'Flow Chart Response to Bullying' using the 'Bullying Review Form'.
Ensure that all children and staff are fully aware of and can reference the distinct roles individual may play in a bullying incident		The school uses whole school visual resources which identify individual roles in bullying incidents e.g. 
Staff engage with all children involved in a bullying incident to help them recognise and understand the impact of their role and help them reflect to inspire positive behaviours in the future		Staff use a consistent response when dealing with a bullying incident using the following approach. Make sure all parties are safe.

		Listen attentively (no interrupting or formalising response). Summarise and reflect (So what you're saying is that you are feelingbecause.....). Help to find solutions (including a focus on compromise and collaboration, the future and moving forward including apologies, acceptance and forgiveness).
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3. Pro Active Community Work		
Aim		How we meet this target
The school fosters a strong culture of kindness and inclusivity and actively celebrates this through whole school initiatives and programmes that reinforce these values		The school has high expectations of behaviour which link to our school vision and values of 'Together Everyone Achieves More' through loving one another this is lived out in our golden rule of 'Be kind, considerate and respectful'. Kindness is recognised with the presenting of a half-termly kindness cup and stars of the week certificates. Worship Warriors lead worship based on themes of equality and diversity with support from the local Vicar. Our school website has a designated 'Anti-Bullying' tab which outlines our response to bullying, our prevention strategies, and how we empower children to resolve conflicts independently. This is reviewed annually.