THE BLUE SCHOOL

CHURCH OF ENGLAND

Whatever you do in word or deed,
do everything in the name of the Lord Jesus,
giving thanks to God the Father through him.

Colossians 3:17

Anti-Bullying Policy

Date of Policy: Autumn 2026
Review Date: Autumn 2027
Responsible Person: Headteacher/Designated Safeguarding Lead

1. Policy Statement

At The Blue School CofE Primary, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable.

We recognise that safeguarding and promoting the welfare of children is everyone's responsibility, and that preventing and addressing bullying is a key part of keeping children safe.

This policy links with our school behaviour policy, which is based on the principles from the book '*When the Adults Changes, Everything Changes*' by Paul Dix.

Our goal is to create a school where every child:

- Feels they **belong** and are valued
- Learns from mistakes without fear or shame
- Knows that adults will always respond **fairly and consistently**

School Vision

Our anti-bullying policy is rooted and grounded in our school vision, which comes from the Bible, in the book of Colossians:

'And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him'

Colossians 3:17

This verse inspires the following behaviours:

Speak – words of wisdom and hope

Act – with dignity and respect

Be thankful – as one community, from the heart

We believe that this means everyone in our community will flourish.

Core Values

We have four core Christian values at The Blue School, which underpin everything we do:

- **Hope** gives us a mission to accomplish and speaks to tomorrow being better than today

- **Dignity** gives us a culture to embrace and speaks to treating everyone as precious in the sight of God
- **Wisdom** gives us a place to grow and speaks to knowing how to make a positive difference
- **Community** gives us people to enjoy and speaks to living and loving well, together.

These values are lived out by all members of the school community - adults and children alike.

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2. Definition of Bullying

Bullying is behaviour that is:

- Repeated over time
- Intentionally harmful
- Involves an imbalance of power, making it hard for the victim to defend themselves

Bullying can take many forms, including:

- **Physical bullying** – hitting, kicking, taking belongings
- **Verbal bullying** – name-calling, insults, threats
- **Emotional bullying** – excluding, tormenting, humiliating
- **Cyberbullying** – using technology to harass, threaten or embarrass (including social media, messaging, gaming platforms)
- **Prejudice-based bullying** – targeting someone because of their race, religion, disability, sexual orientation, gender identity, or other protected characteristics

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3. Legal Framework

All schools are required to have a behaviour policy, and this anti-bullying policy works alongside our Behaviour Policy and Child Protection Policy.

KCSIE recognises bullying as a form of child-on-child abuse. This is a safeguarding issue, and all safeguarding concerns about a child should be recorded in writing.

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4. Roles and Responsibilities

All staff must:

- **Provide a safe environment** in which children can learn
- **Be vigilant** in identifying signs of bullying
- **Take all reports of bullying seriously**
- **Follow the school's reporting procedures**
- **Greet every child warmly** to show they are seen, safe and welcome.
- **Use calm language**, even when addressing hurtful behaviour

- **Correct with dignity**, focusing on restoration and empathy over punishment
- **Notice and praise kindness**, making gratitude and respect visible

The Designated Safeguarding Lead (DSL) must:

- Provide support to staff to carry out their safeguarding duties
- Oversee the recording and monitoring of bullying incidents
- Determine whether incidents constitute child protection concerns
- Liaise with external agencies where appropriate

Senior Leaders must:

- Communicate this policy to the whole school community
- Have high expectations for all pupils' attendance, behaviour and attitudes, and design effective policies that communicate these high expectations clearly to all staff, pupils and parents
- Monitor the effectiveness of this policy
- Ensure staff receive appropriate training

Governors must:

- Ensure the school has effective policies in place
- Monitor bullying data and trends
- Hold leaders to account for the school's approach

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5. Prevention

We will prevent bullying by:

Creating a positive school culture:

- Creating a positive environment in which bullying, unlawful discrimination, harassment, including sexual harassment, victimisation, physical and/or sexual violence and derogatory language are not tolerated
- Promoting our school values of hope, dignity, wisdom and community - which produce respect, kindness and inclusion
- Daily **positive meet and greet** at classroom doors.
- **Circle times and Collective Worship** to explore kindness, empathy and thankfulness
- **Peer support / playground buddy systems** to reduce isolation
- Adults **actively visible on playgrounds**, scanning for early signs of conflict
- Use of **scripted interventions** for consistency (calm, brief, respectful) as part of our behaviour policy
- Celebrating diversity and difference
- Establishing relationships between pupils and staff that show kindness, courtesy, empathy and respect, reflecting a positive culture

Through the curriculum:

- Teaching pupils about bullying, its impact, and how to respond through PSHE, RE, and assemblies
- Exploring themes of respect, empathy, and difference
- Teaching pupils about online safety and cyberbullying
- Providing age-appropriate education about healthy relationships

Supporting vulnerable pupils:

- Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline
- We will provide additional support for pupils who may be more vulnerable to bullying, including those with SEND, looked-after children, and those from minority groups
- We will consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place

Creating safe reporting systems:

- Systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously
- Pupils can report bullying to any member of staff, through our worry box, or via our online reporting form
- Pupils feel confident reporting incidents of bullying, aggression, unlawful discrimination or derogatory language when these occur

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6. Responding to Bullying

When bullying is reported:

1. **Take it seriously**
    - All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.
2. **Listen and record**
    - Listen carefully to the child
    - Record the incident in writing, including dates, times, witnesses, and what was said/done
    - If you think an incident is a child protection concern, you'll need to follow your safeguarding recording procedures to record it
3. **Inform the DSL**
    - Staff should not prevent themselves from having a professional curiosity and speaking to the designated safeguarding lead if they have concerns about a child
    - The DSL will determine the appropriate response

4. **Investigate**
    - Speak to all parties involved separately
    - Speak to witnesses
    - Keep detailed records
5. **Take action**
    - Support the victim
    - Address the behaviour of the pupil who has bullied
    - Apply appropriate sanctions in line with our Behaviour Policy
    - Leaders and staff support pupils who are affected by bullying, aggression, unlawful discrimination or derogatory language so that they feel safe and confident at school
6. **Follow up**
    - Monitor the situation
    - Check in with the victim regularly
    - Review whether further action is needed

7. **Restorative, not retaliatory:**

- Children involved will have a **restorative conversation**, supported by an adult:
    - What happened?
    - Who has been affected?
    - How did it make them feel?
    - What needs to happen to make it right?
- **Adults guide, not shame.** The focus is on empathy, repairing relationships and learning.

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7. Reporting to External Agencies

Report bullying incidents to the relevant agency if:

- You think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm"
- The incident could be a criminal offence or pose a serious threat to a member of the public

Make sure you let your designated safeguarding lead (DSL) know, but don't delay taking action if your DSL isn't available.

We will work with local authority children's social care, the police, and other agencies as appropriate.

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8. Recording and Monitoring

- All incidents of bullying are **taken seriously** and **recorded consistently on Arbor/CPOMs**.

- Keep records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents
- Patterns of behaviour are monitored and analysed to ensure early intervention. (e.g., types of bullying, locations, groups affected)
- Report data to governors termly
- Use this information to inform our prevention strategies
- Parents/carers are informed and **partners in restoration**, not just messengers of sanctions.

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9. Supporting Pupils

For pupils who have been bullied:

- Reassurance that they have done the right thing by reporting
- Immediate safety measures
- Ongoing monitoring and check-ins
- Access to pastoral support or counselling if needed
- Strategies to build resilience and confidence

For pupils who have bullied others:

- Clear explanation of why their behaviour is unacceptable
- Appropriate sanctions (see Behaviour Policy)
- Support to understand the impact of their actions
- Help to develop empathy and positive behaviours
- Monitoring and support to prevent reoccurrence
- Pupils who need support to improve their attendance, behaviour and attitudes to learning show improvements over time

For bystanders:

- Recognition of their role in reporting bullying
- Education about being an 'upstander' not a bystander
- Support if they have been affected by witnessing bullying

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10. Cyberbullying

We recognise that cyberbullying can have a significant impact on pupils. We will:

- Educate pupils about staying safe online
- Teach pupils how to report cyberbullying
- Work with parents to address incidents that occur outside school

- Recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors
- Seek support from specialist organisations when needed (e.g., UK Safer Internet Centre)

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11. Working with Parents

We will:

- Inform parents when their child has been involved in a bullying incident (either as a victim or perpetrator)
- Work in partnership with parents to address bullying
- Provide information about how parents can support their child
- Work with pupils and parents to communicate expectations about behaviour and to foster partnerships between home and school Signpost parents to external support if needed

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12. Training

All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually.

Training will include:

- Recognising signs of bullying
- How to respond to reports
- Recording procedures
- Understanding different forms of bullying
- Supporting vulnerable groups

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13. Links to Other Policies

This policy should be read alongside:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Equality and Diversity Policy
- SEND Policy

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14. Monitoring and Review

This policy will be:

- Reviewed annually by the Senior Leadership Team and Governors
- Evaluated for effectiveness using bullying incident data
- Updated in line with new guidance and legislation
- Shared with all staff, pupils, and parents

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15. Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

The Education and Inspection Act 2006, 2011
The Equality Act 2010
The Children Act 1989
Protection from Harassment Act 1997
The Malicious Communications Act 1988
Public Order Act 1986

This policy is based on DfE guidance Preventing and Tackling Bullying 2017 and supporting documents. It also considers the DfE statutory guidance Keeping Children Safe in Education.