

Flanderwell Primary School



Anti-Bullying Policy 2026-2027

‘Catch it, Bring it, Bin it’

Approved by: DSAT Executive Team

Date:

Last reviewed on: August 2025

Next review due by: August 2026

‘Respect, Inclusion, Aspiration, Kindness and Compassion’

Statement of Principles

Flanderwell Primary School

FEEL SAFE, BE SEEN, STAY SUPPORTED, ACHIEVE SUCCESS

Our Values

'RESPECT, ASPIRATION, INCLUSION, KINDNESS and COMPASSION'

Our Vision

At our school, we are committed to ensuring that every child feels safe, is seen as an individual, and remains supported in all aspects of their journey. We believe that when children feel secure and valued, within a culture of respect, inclusion, kindness and compassion, they are empowered to grow in confidence and embrace new challenges.

Through strong relationships and high expectations, we nurture each child's unique strengths and raise aspirations, encouraging them to believe in themselves and strive for their very best. We provide the care and guidance needed for every pupil to flourish both academically and personally.

Our vision is for all children to achieve success- not only in their learning, but in becoming resilient, confident, and compassionate individuals who are ready to shine in the world beyond school.

Our Mission

- All children will learn in a safe, nurturing, inclusive environment which engages all and enables all to achieve great outcomes.
- All children are challenged, inspired, and supported as individuals to grow intellectually, personally and spiritually, and achieve their best.
- All children will experience a fun, purposeful, balanced curriculum which inspires and promotes independence, and fosters individuality by encouraging all talents and abilities.
- All children will develop skills within and beyond the curriculum, so that they have the knowledge, self-confidence and freedom to become life-long learners with an inquisitive, 'have-a go' mentality.
- All children will achieve their full potential with a desire and determination to be their very best in all they do through committed, high-quality teaching.
- All children will learn to communicate their views, thoughts and feelings effectively both verbally and non-verbally.
- All children will be supported to take responsibility for their actions and show respect and tolerance for each other and the wider community whilst celebrating and promoting diversity.
- All children show kindness and compassion and recognise the goodness in everyone, make a positive contribution to their community and develop their own spiritual understanding.

Policy Statement

At Flanderwell Primary School, every child has the right to feel safe, be seen, stay supported and achieve success.

We are committed to providing a safe, nurturing and inclusive environment in which every pupil is treated with respect, kindness and compassion. Bullying is not tolerated and all concerns about bullying will be taken seriously.

This Anti-Bullying Policy forms part of our **Relationships and Behaviour Policy** and must be read alongside it. Our response to bullying is therefore underpinned by the same principles, expectations and approaches that guide all behaviour across the school.

Our three expectations for all members of the school community are:

BE READY

BE RESPECTFUL

BE SAFE

These expectations require pupils to respect themselves and others, show kindness and compassion, include others and accept people for who they are. Adults are expected to model these behaviours consistently.

Aims

The aims of this policy are to:

- prevent bullying wherever possible;
- ensure that all pupils feel safe, valued, included and respected;
- provide clear expectations about what bullying is and what pupils should do if they experience or witness it;
- ensure all staff respond consistently and confidently to concerns about bullying;
- identify bullying at the earliest possible opportunity;
- ensure allegations and incidents of bullying are investigated fairly and sensitively;
- support pupils who experience bullying;
- support pupils whose behaviour has caused harm to understand the impact of their actions and make positive changes;
- ensure responses are proportionate to the seriousness and context of the behaviour;
- work positively with parents and carers;
- ensure bullying is recorded, monitored and reviewed;
- ensure that bullying linked to prejudice, discrimination, sexual harassment or other safeguarding concerns is responded to appropriately.

Our approach recognises that behaviour is a form of communication and that positive, meaningful and respectful relationships are central to creating a safe school culture.

What is Bullying?

Flanderwell Primary School defines bullying as:

The repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

- deliberately hurtful;
- repeated, often over a period of time;

- difficult for the person experiencing it to defend against.

Bullying can be carried out by an individual or group and may be physical, verbal, emotional, relational, sexual, discriminatory or online.

The school will consider the **context, frequency, intent, impact, age and additional needs of the pupils involved** when determining the most appropriate response. This reflects the approach within the Relationships and Behaviour Policy, which recognises that there is always a context to behaviour and that responses should take account of factors including the level of harm, age, provocation and additional needs.

Bullying is different from:

- a disagreement between friends;
- an isolated argument or fall-out;
- accidental behaviour;
- one-off unkindness;
- a child making an inappropriate choice on one occasion.

However, **one-off incidents are still taken seriously**. They will be addressed through the Relationships and Behaviour Policy and may provide important information about an emerging pattern.

Repeated unkindness towards the same child or group will be carefully considered as potential bullying. The Behaviour Policy specifically identifies repeated unkindness as something that should be checked against the bullying category.

Forms of Bullying

Bullying may include, but is not limited to:

Physical bullying

- hitting;
- kicking;
- pushing;
- physical intimidation;
- taking or damaging belongings;
- deliberately using physical violence against another pupil.

Verbal bullying

- name-calling;
- insults;
- repeated teasing;
- threatening language;
- deliberately hurtful comments;
- repeated mocking.

Emotional or relational bullying

- deliberately excluding someone;
- repeatedly refusing to allow someone to join in;
- manipulating friendships;
- spreading rumours;
- deliberately embarrassing or humiliating another pupil;
- encouraging others to isolate someone.

Prejudice-based or discriminatory bullying

This may relate to a person's:

- race;
- religion or belief;
- sex;
- sexual orientation;
- gender identity;
- disability;
- other protected or personal characteristic.

The school will respond particularly seriously to behaviour that is racist, sexist, homophobic, biphobic, transphobic or disability-based.

Sexual bullying and harassment

This may include:

- sexual comments;
- sexualised name-calling;
- sexual rumours;
- unwanted sexual attention;
- sexual gestures;
- inappropriate touching;
- sharing sexualised material;
- comments about sexual reputation or performance.

Sexual harassment and sexual violence are never ignored and are dealt with in accordance with safeguarding procedures and the Relationships and Behaviour Policy.

Cyberbullying

Cyberbullying is bullying that takes place using technology, including:

- messaging applications;
- social media;
- gaming platforms;
- smartphones;
- online groups;
- websites or other digital platforms.

The school recognises that online incidents may take place outside school but can have a significant impact on pupils within school.

The Behaviour Policy identifies a repeated online incident intended to harass, threaten, embarrass or target another pupil as **cyberbullying**, normally categorised at Level 4, with more serious or persistent incidents potentially being escalated further.

Our Approach to Preventing Bullying

Prevention is everyone's responsibility.

Our whole-school approach is based on the **Protect, Relate, Regulate and Reflect** model. We aim to create an environment where pupils feel safe and protected, develop positive relationships, learn to regulate their emotions and reflect on the impact of their behaviour.

We prevent bullying by:

- explicitly teaching our school values;
- teaching pupils what respectful relationships look and feel like;
- reinforcing **Be Ready, Be Respectful, Be Safe**;
- modelling respectful relationships as adults;
- promoting kindness, compassion and inclusion;
- teaching pupils how to manage relationships and resolve conflict;
- providing opportunities for pupils to discuss worries and concerns;
- using the Jigsaw curriculum and collective worship to develop social and emotional understanding;
- monitoring less structured times such as playtimes, lunchtimes and transitions;
- providing safe spaces within classrooms;
- recognising and celebrating positive behaviour;
- identifying early signs that a child may be struggling socially or emotionally;
- working closely with parents and carers;
- providing additional support where pupils require it.

The Behaviour Policy establishes emotionally consistent classrooms, safe spaces, daily meet-and-greet routines, recognition of positive behaviour and a whole-school culture based on the Protect, Relate, Regulate and Reflect model.

Expectations of Pupils

All pupils are expected to:

- **Be Ready** to learn and participate positively;
- **Be Respectful** towards themselves and others;
- **Be Safe** in their words and actions;
- treat others with kindness and compassion;
- include others in activities;
- respect differences;
- speak up if they see or experience bullying;
- tell a trusted adult if they are worried about another pupil;
- avoid joining in with, encouraging or sharing bullying behaviour;
- use technology responsibly.

Pupils are encouraged to understand that being a bystander can contribute to bullying. They should seek adult help rather than attempting to deal with serious incidents themselves.

Reporting Bullying

We want every child to feel confident that they can tell an adult if something is worrying them.

A pupil can report bullying to:

- their class teacher;
- another member of staff they trust;
- a member of the Inclusion Team;
- the Headteacher or Deputy Headteacher;
- another trusted adult in school.

Pupils can also ask a friend or parent/carer to tell school on their behalf.

Children should understand that:

Telling an adult is not “telling tales”.

It is a responsible action that helps to keep people safe.

Staff will listen carefully, take concerns seriously and ensure that the pupil is supported.

Responding to a Concern

When a concern about bullying is raised, staff will:

1. listen calmly and carefully;
2. reassure the pupil;
3. establish what has happened;
4. consider whether there is an immediate safeguarding or safety concern;
5. record the concern appropriately;
6. inform the appropriate member of the Inclusion Team or Senior Leadership Team where required;
7. gather information from relevant pupils and adults;
8. consider the context and the impact on those involved;
9. determine whether the behaviour meets the school's definition of bullying;
10. take appropriate action;
11. provide support to the pupil who has experienced the behaviour;
12. provide appropriate intervention and consequences for the pupil whose behaviour has caused harm;
13. inform parents/carers where appropriate;
14. monitor the situation afterwards.

Investigations will be handled sensitively and discreetly. Pupils will not be expected to confront the other child or resolve a bullying concern themselves.

Immediate Safety

Where a pupil is at immediate risk of harm, staff will prioritise safety.

This may involve:

- separating pupils;
- seeking assistance from the Inclusion Team or Senior Leadership Team;
- increasing adult supervision;
- implementing a risk assessment or safety plan;
- providing a safe space for a pupil;
- contacting parents/carers;
- following safeguarding procedures where appropriate.

The Relationships and Behaviour Policy states that behaviours causing significant harm may be escalated to Levels 4–5 and that risk assessments or safety plans may be used where necessary.

Bullying and the Behaviour Policy

Bullying is a **serious behaviour concern** within the Flanderwell Primary School Relationships and Behaviour Policy.

It is therefore not treated simply as a disagreement or low-level behaviour issue.

The Behaviour Policy identifies bullying as serious behaviour alongside child-on-child abuse, physical aggression, verbal aggression, threatening behaviour and discriminatory behaviour.

The school uses a graduated response, while recognising that serious incidents may require an immediate escalation.

Bullying will involve Inclusion Team or Senior Leadership Team oversight.

The Behaviour Policy identifies:

- **Bullying** – if repeated and targeted behaviour over a short term, including physical, verbal, relational/emotional and sexual bullying has taken place, this would be classed as a **Level 3** behaviour and would result in the following:
 - a restorative conversation with Inclusion team
 - Resolution discussions where appropriate
 - Individualised work with Pastoral lead.
 - Internal exclusion
 - Bullying risk assessment put in place;
- **Ongoing bullying** as a level 4 behaviour and would result in the following:
 - Individualised work with Pastoral lead.
 - Internal exclusion
 - IBP and target
 - Suspension (Dependent on seriousness)
 - Bullying risk assessment put in place
- **Prolonged bullying** as a potentially Level 5 behaviour and would result in the following:
 - A Safety Plan/risk assessment review
 - Suspension and PX considered

The precise response will always be based on the circumstances of the incident.

Responding to the Pupil Who Has Experienced Bullying

Our priority is to ensure that the pupil feels safe, listened to and supported.

Support may include:

- a trusted adult;
- regular check-ins;
- pastoral support;
- ELSA support;
- friendship work;
- support at playtimes or lunchtimes;
- support with emotional regulation;
- access to a safe space;
- additional adult supervision;
- an individual support plan where appropriate;
- communication with parents/carers;
- monitoring of the situation.

The school will not place responsibility on the pupil experiencing bullying to solve the situation.

We will also consider the pupil's individual needs, including SEND, communication needs, emotional needs and any other factors that may affect their ability to report or respond to bullying.

Supporting the Pupil Whose Behaviour Has Caused Harm

Flanderwell's approach is based on the belief that children need to be supported to understand and change their behaviour.

This does **not** mean that bullying is excused or that consequences are avoided.

The school will:

- make clear that the behaviour is unacceptable;
- help the pupil understand the impact of their actions;
- explore what happened and why;
- identify any underlying barriers or needs;
- support emotional regulation where appropriate;
- use restorative approaches where appropriate;
- set clear expectations for future behaviour;
- consider individualised support;
- involve parents/carers;
- monitor behaviour over time;
- use consequences in line with the Relationships and Behaviour Policy.

Restorative conversations will use the school's shared approach, including questions such as:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected?
- In what way have they been affected?
- What can be done to make things right?

These questions are consistent with the school's existing restorative practice.

Consequences for Bullying

Bullying is a serious breach of the school's behaviour expectations.

Consequences will be:

- proportionate;
- considered;
- age-appropriate;
- related to the seriousness and impact of the behaviour;
- informed by the context;
- consistent with the Relationships and Behaviour Policy.

Possible responses may include:

- restorative work;
- individualised pastoral work;
- parental meetings;
- increased supervision;
- a bullying risk assessment;
- an Individual Behaviour Plan;
- internal exclusion;
- suspension;
- in exceptional circumstances, permanent exclusion.

The Behaviour Policy makes clear that consequences should not be humiliating or degrading, should be proportionate and should make clear what behaviour needs to change.

Restorative Practice

Restorative practice is an important part of Flanderwell's approach.

Where appropriate and safe, restorative work may help pupils:

- understand the impact of their actions;
- take responsibility;
- listen to the experiences of others;

- repair relationships;
- develop strategies for future situations;
- make positive choices.

Restorative practice will **not** be used as a substitute for safeguarding action or appropriate consequences.

A restorative meeting will only take place when staff consider it appropriate and safe for the pupils involved.

Safeguarding

Bullying can be a safeguarding concern.

Staff will consider whether bullying is:

- causing significant emotional or physical harm;
- linked to child-on-child abuse;
- linked to discriminatory behaviour;
- sexualised in nature;
- taking place online;
- indicative of wider vulnerability;
- part of a wider pattern of concerning behaviour.

Where a safeguarding concern is identified, the school's safeguarding and child protection procedures will be followed.

The Relationships and Behaviour Policy recognises that changes in behaviour can indicate that a pupil may need help or protection and states that the Child Protection and Safeguarding Policy should be followed where significant harm may be involved.

Cyberbullying

The school recognises that online behaviour can have a significant impact on children's wellbeing and relationships in school.

Where cyberbullying is reported, the school will:

- listen to the pupil;
- establish what has happened;
- preserve relevant evidence where appropriate;
- consider immediate safety;
- involve parents/carers as appropriate;
- work with pupils to promote safe and responsible online behaviour;
- apply the Relationships and Behaviour Policy;
- consider safeguarding concerns;
- provide appropriate support.

A repeated use of the internet, smartphone or other technology to harass, threaten, embarrass or target another pupil is identified within the Behaviour Policy as cyberbullying.

Discriminatory Bullying

Flanderwell Primary School is committed to inclusion and equality.

Bullying or harassment based on characteristics such as race, religion or belief, sex, disability, sexual orientation or gender identity will be taken particularly seriously.

The school will:

- challenge discriminatory language and behaviour;
- record incidents appropriately;
- investigate patterns;
- support pupils who experience discrimination;
- educate pupils about respect, equality and diversity;
- apply appropriate consequences under the Relationships and Behaviour Policy.

The Behaviour Policy requires fair treatment for all regardless of age, gender, race, ability and disability and expects pupils to accept people regardless of race, religion or beliefs.

Sexual Harassment and Sexual Violence

The school has a zero-tolerance approach to sexual harassment and sexual violence.

Any concern involving sexual harassment, sexual violence, sexualised bullying, inappropriate touching or sharing of sexualised material will be taken seriously.

Such concerns will be:

- reported to the appropriate safeguarding lead;
- assessed on a case-by-case basis;
- dealt with proportionately and supportively;
- recorded appropriately;
- addressed through safeguarding and behaviour procedures.

The school will never dismiss sexual harassment as “banter” or “just a joke”.

The existing Relationships and Behaviour Policy states that incidents of sexual harassment and/or violence must never be ignored and that the school's response should be proportionate, considered, supportive and decided on a case-by-case basis.

Roles and Responsibilities

The Headteacher

The Headteacher will:

- ensure that the policy is implemented;
- ensure that bullying is treated seriously;
- ensure that staff understand their responsibilities;
- oversee serious and persistent bullying cases;
- ensure appropriate safeguarding procedures are followed;
- monitor bullying incidents and patterns;
- ensure appropriate action is taken.

The Inclusion Team / Senior Leadership Team

The Inclusion Team and Senior Leadership Team will:

- support staff in responding to bullying;
- investigate serious concerns;
- oversee Level 3–5 behaviour where appropriate;
- ensure appropriate support is put in place;
- work with parents/carers;
- monitor pupils involved;
- contribute to risk assessments and support plans.

The Behaviour Policy identifies the Inclusion Team as a key part of the school's behaviour response and states that serious incidents such as persistent disruption, bullying, racist incidents, threatening behaviour and violence are referred immediately to appropriate senior staff.

All Staff

All staff will:

- model respectful behaviour;
- promote the school values;
- remain vigilant;
- take concerns seriously;
- listen to pupils;
- respond promptly;
- record concerns appropriately;
- report serious incidents;
- follow the school's behaviour and safeguarding procedures;
- maintain confidentiality appropriately.

Pupils

Pupils will:

- follow the school expectations;
- treat others with respect;
- show kindness and compassion;
- include others;
- report concerns;
- avoid encouraging or joining in with bullying.

Parents and Carers

Parents and carers are encouraged to:

- talk to their child about respectful relationships;
- contact school if they have concerns;
- share relevant information with staff;
- work collaboratively with the school;
- support agreed strategies.

The school will work with parents and carers as partners and keep communication proportionate and appropriate.

20. Recording and Monitoring

Bullying incidents will be recorded using the school's established recording systems.

The Behaviour Policy states that:

- behaviour incidents are recorded on **Arbor and CPOMS** as appropriate;
- Levels 3, 4 and 5 are likely to require a CPOMS record;
- Level 4 and 5 incidents may require risk assessments or safety plans;
- behaviour data is monitored to ensure consequences are distributed fairly.

The school will monitor:

- the number of bullying concerns;

- types of bullying;
- locations and times;
- pupils involved;
- repeat incidents;
- discriminatory bullying;
- cyberbullying;
- actions taken;
- outcomes;
- effectiveness of support.

Data will be considered alongside the school's wider behaviour information.

Where appropriate, data will be analysed by relevant characteristics and groups, including **gender, ethnicity, SEND and age**, in line with the Behaviour Policy.

Reviewing a Bullying Incident

Following a bullying incident, staff will consider:

- Has the behaviour stopped?
- Does the pupil feel safe?
- Does the pupil feel supported?
- Has the impact on the pupil reduced?
- Has the pupil responsible understood the impact of their behaviour?
- Are further consequences or interventions required?
- Is further pastoral support needed?
- Is additional supervision required?
- Does the risk assessment need reviewing?
- Is there evidence of a wider pattern?
- Do parents/carers need further contact?

Monitoring will continue for an appropriate period rather than assuming that the issue has been resolved immediately after an incident.

Pupil Voice

Pupil voice is central to our approach.

We will provide opportunities for pupils to communicate their views, thoughts and feelings and will encourage them to tell an adult when something is making them feel unsafe or uncomfortable.

Pupils will be reminded that they do not have to wait until behaviour becomes serious before asking for help.

We want pupils to know:

You will be listened to.

You will be taken seriously.

You will be supported.

You do not have to deal with bullying alone.

Staff Training and Awareness

Staff will receive appropriate information and training to ensure they:

- understand the school's definition of bullying;
- recognise different forms of bullying;
- understand the difference between conflict, unkindness and bullying;
- know how to respond to a disclosure;
- understand the school's behaviour stages;
- know when to involve the Inclusion Team or Senior Leadership Team;
- understand safeguarding implications;
- know how to record incidents;
- understand the importance of monitoring patterns.

Links with Other Policies

This policy should be read alongside:

- Relationships and Behaviour Policy;
- Child Protection and Safeguarding Policy;
- SEND Policy;
- Equality Policy;
- Online Safety Policy;
- Attendance Policy;
- Physical Intervention Policy;
- Exclusion Policy;
- Complaints Policy;
- RSHE / Jigsaw curriculum documentation.

Where there is a conflict between this policy and safeguarding procedures, safeguarding procedures will take precedence.

Policy Principles in Practice

Our response to bullying will always seek to balance **safety, accountability, support and repair**.

We will:

PROTECT

Make sure pupils are safe and feel safe.

RELATE

Build trusting, respectful relationships with pupils.

REGULATE

Support pupils to manage emotions and develop appropriate strategies.

REFLECT

Help pupils understand the impact of behaviour, take responsibility and make positive changes.

This mirrors the whole-school behaviour approach established within the Relationships and Behaviour Policy.

Our Commitment

At Flanderwell Primary School, we believe that every child has the right to:

- feel safe;

- be respected;
- belong;
- be included;
- be treated with kindness and compassion;
- learn without fear;
- have their voice heard;
- receive support when things go wrong.

We recognise that bullying can have a significant impact on a child's emotional wellbeing, relationships, confidence and ability to learn.

We will therefore act promptly, consistently and sensitively whenever bullying is suspected or reported.

Bullying is never acceptable.

Our commitment is simple:

FEEL SAFE • BE SEEN • STAY SUPPORTED • ACHIEVE SUCCESS

Policy Review

This policy will be reviewed annually, or sooner where required following changes to legislation, statutory guidance, school practice or identified need.

Next review: August 2027