Full Governors
23.09.26

Signed .....

Anti-bullying policy

Statement of Intent

Portway Infant School believes that all children are entitled to learn in a safe and supportive environment; 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, e.g., 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 children.

These measures are part of the school's Behaviour Policy, which is communicated to all children, school staff and parents. All staff, parents and children work together to prevent and reduce any instances of bullying at the school.

There is a zero-tolerance policy for bullying at the school.

Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community
- To make it clear that all forms of bullying are unacceptable at school
- To enable everyone to feel safe while at school and encourage children to report incidences of bullying
- To deal effectively with bullying in a timely manner
- To support and protect victims of bullying and ensure they are listened to
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change
- To liaise with children, parents and other relevant members of the school community
- To ensure all members of the school community feel responsible for combating bullying
- To ensure consistency in practice within the school community

Intended Outcomes

- That there are effective listening systems for children and staff within the school
- That parents should contact their child's class teacher in the first instance if they are concerned about their child. If the matter is not resolved then they should speak to the Headteacher
- That all staff have the necessary skills and confidence to deal with incidents of bullying effectively and promptly
- That no child's educational opportunities and achievement are disadvantaged due to the experience of bullying
- All staff have responsibility to deal effectively with, reporting, recording, monitoring and if necessary, referring bullying incidents
- That there is effective communication with parents and the wider school community on the subject of bullying.
- That all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations

Appendices
Bullying Report Form

Legal framework
This policy has due regard to all relevant legislation and statutory guidance 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
- DfE 'Preventing and tackling bullying'
- DfE 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Keeping children safe in education'
- DCMS, DSIT, and UK Council for Internet Safety 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE 'Behaviour in schools: advice for headteachers and school staff'
- DfE 'Supporting children and young people with medical conditions and allergy'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Relationships and Health Education Policy
- Suspension and Exclusion Policy

Definition of Bullying
We have referred to the Definition from the Department of Education (July 2017) and have created our own definition as follows,

Bullying is when a person or a group makes someone hurt, afraid or embarrassed over and over again. It is behaviour which is repeated on purpose and is meant to upset someone.

Bullying can be:

- name calling
- teasing
- physical abuse e.g., hitting, pushing, pinching, kicking, spitting,
- having personal possessions taken or damaged
- being forced to hand over their belongings
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality or disability
- threatening social media messages.

We feel that it is important to remember that bullying is not defined as single problems and falling out with friends. For this reason, we teach our children the following acronym: STOP

Several

Times

On

Purpose

Stopping violence and ensuring immediate physical safety is our school's first priority but emotional bullying can be just as, or even more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter, it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating'.

Vulnerable children 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. Vulnerable children may include, but are not limited to:

- Children who are adopted.
- Children suffering from a health problem.
- Children with caring responsibilities.
- Children from socioeconomically disadvantaged backgrounds.

Children with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Children who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic children.
- Children with SEND.

Types of Bullying

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

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

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.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal

sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g., religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any children on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards diversity.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that children are taught how to keep themselves and others safe, including online.

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 (Appendix 1) available for of all reported incidents that cannot be logged on to CPOMS. including which type of bullying has occurred, to allow for proper analysis of the data collected. CPOMs is used as a daily tool for logging safeguarding incidents.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for children and parents when more serious bullying incidents occur.
- Ensuring that children are taught how to keep themselves and others safe, including online.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for children 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 stereotyping when dealing with bullying.
- Understanding the composition of groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a child for support.
- Ensuring that children are taught how to keep themselves and others safe, including online.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.
- Ensuring that children are taught how to keep themselves and others safe, including online.

We will encourage children to:

- Inform a member of staff if they witness bullying or are a victim of bullying.
- Not make counter-threats if they are victims of bullying.
- Walk away from dangerous situations and avoiding involving other children in incidents.

Statutory requirements

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation 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.

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 to be breached by failing to take bullying seriously. 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.

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.

Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school. All members of the school will be made aware of this policy and their responsibilities in relation to

it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.
This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

Strategies to Reduce Bullying
We do not want the school's response to bullying to start at the point at which the child has been bullied. The school has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour including:

- Co-operative group work
- Circle Time
- Buddy systems
- Buddy bench
- Derbyshire PSHE Programme 'PSHE Matters'
- School Council initiatives
- Learning Mentor

Specific School Targets
Our school targets are as follows,

- To ensure the school council discuss this area on a regular basis
- To ensure all children are aware of internet safety through discussions.
- To share policy with parents through the school website
- To acknowledge and support Anti-bullying Week each year.

Staff will encourage children's cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons and assemblies. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g., drama productions, sporting activities and cultural groups.
Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in groups with other children who do not abuse or take advantage of others.
A child may go to a safe place, accompanied by an adult, if they feel threatened or wish to be alone. The adult will speak to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Children deemed vulnerable, as defined in section two, will meet with their teacher on regular basis, where appropriate, to ensure any problems can be actioned quickly. Teachers will also offer an 'open door' policy allowing children to discuss any bullying, whether they are victims or have witnessed an incident.

The school will be alert to, and address, any mental health and wellbeing issues amongst children, as these can be a cause, or a result, of bullying behaviour.

The school will ensure potential perpetrators are given support as required, so their educational,

emotional and social development is not negatively influenced by outside factors, e.g., mental health issues.

Signs of Bullying
Staff will be alert to the following signs that may indicate a child is a victim of bullying:

- Being frightened to come to school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Stealing
- Cuts or bruises
- Lack of appetite
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

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. Children who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a child is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the child's teacher, who will investigate the matter and monitor the situation.

Staff principles
The school will ensure that prevention is a prominent aspect of its anti-bullying vision and that an ethos of good behaviour is created where children treat one another and the school staff with respect because they know that this is the right way to behave.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one child towards another will always be challenged and will never be ignored.

Staff will always respect children's privacy, and information about specific instances of bullying is not discussed with others, unless the child has given consent, or there is a safeguarding concern. If a member of staff believes a child is in danger, e.g., of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the victim and perpetrator in the months following an incident to ensure all bullying has stopped.

Child-on-Child abuse
The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence. To prevent child-on-child abuse and address the wider societal

factors that can influence behaviour, the school will educate children about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that children of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g., as "boys being boys", as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual "jokes" or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g., creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Children 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. If a child has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children's social care services (CSCS) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that children may not be ready or know how to tell someone that they are being abused. Children being abused may feel embarrassed, humiliated, scared, or threatened.

The school's Child Protection and Safeguarding Policy outlines the school's stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target children, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging

- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g., Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify children who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying will be similar to those found in the signs of bullying section of this policy. Staff will also be alert to the following signs which may indicate that a child is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of children staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – children may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – children may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and children may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to children crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – children may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support children who have been victims of cyberbullying by holding formal and informal discussions with the child about their feelings and whether the bullying has stopped.

Procedures

Minor incidents will be reported to the victim's class teacher, who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the head either in person or via CPOMS of the incident and outcome.

When investigating a bullying incident, the following procedures will be adopted:

- The victim, alleged perpetrator and witnesses are spoken to separately
- Members of staff ensure that there is no possibility of contact between the children being spoken to, including electronic communication
- If a child is injured, members of staff take the child immediately for first aid treatment
- A room is used that allows for privacy during discussions
- A witness is used for serious incidents
- The headteacher will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim's parent/carer
- 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 assigning blame until the investigation is complete

Due to the potential for some specific forms of 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.

Sanctions
The school will appropriately sanction any cases of bullying, take a strong stand against bullying, and tackle bullying at the earliest opportunity to prevent it from escalating. Sanctions will be determined on a case-by-case basis depending on the severity of the issue. This may include sanctions up to permanent exclusion in the most serious cases.

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g., future sanctions if the bullying continues.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. This will either be in writing to the victim, and/or witnesses if appropriate, or face-to-face, but only with the victim's full consent. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.
All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

The school will avoid unnecessarily criminalising children for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

The headteacher informally monitors the children involved over the next half-term.

The school will remain cognisant of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude children unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

Support
In the event of bullying, victims will be offered the following support:
- Emotional support and reassurance from the school Learning Mentor
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying that is handled whether it is

appropriate to split up the victim(s) and perpetrator(s), e.g., preventing them sharing classes or spaces where possible, and will split up other harmful group dynamics to prevent further occurrences where necessary. Victims will be encouraged to broaden their friendship groups by joining lunchtime or after-school clubs or activities.

Staff, particularly the DSL, will work with the victim to build resilience, e.g., by offering emotional therapy.
The school will acknowledge that bullying may be an indication of underlying mental health issues. The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

Follow-up support
The progress of both the perpetrator and the victim will be monitored by their class teacher. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate. If appropriate, follow-up correspondence will be arranged with parents one month after the incident.

Children who have been bullied will be offered continuous support. The DSL will hold 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 headteacher and victim are confident the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.

Children who have bullied others will be 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

Bullying outside of school
Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The headteacher has a specific statutory power to discipline children 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 children's conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline children for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the child on school premises, or elsewhere when the child is under the lawful control of the member of staff, e.g., on a school trip.

Children with SEND or health issues
The school will recognise the additional barriers that can exist for children with SEND and health conditions. As a result, the school will be aware of the potential for these children to be more prone to isolation or bullying than others.
The school will also recognise that children with SEND or certain medical conditions may be disproportionately impacted by behaviour such as bullying, without outwardly showing any signs. The school will seek to create an environment in which everyone celebrates diversity and will put

in place effective arrangements to prevent stigmatising or other bullying relating to medical conditions.
The school will follow its Supporting Children with Medical Conditions Policy and Special Educational Needs and Disabilities (SEND) Policy when ensuring that an inclusive, respectful environment is maintained for all children. The school will ensure children are aware that bullying others due to a disability or health condition is never acceptable.

Record keeping
It is a legal requirement for schools to record all incidents of bullying; to meet this requirement we,

- keep a record of individual incidents of bullying on CPOMS or, if unavailable, the Bullying Report Form (Appendix 1)
- ensure that an annual analysis of the bullying record is undertaken by the school including members of the senior leadership team and the governing body

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g., sanctions, support, escalation of a situation and resolutions.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain children that may need to be handled, e.g., with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g., whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

Reviewed autumn 2026
To be reviewed autumn 2028

Appendix 1

Bullying Report Form

This form will be completed by those unable to access CPOMS and given to the headteacher upon completion.

Personal details	
Name of person reporting incident:	
Name of child being bullied:	
Year group:	
Class:	

Incident details
What happened?
Where did the incident take place?
When did the incident occur?
Who has been suspected of bullying?

Did anyone else see the incident?
According to the victim, how often does the bullying take place?
According to the victim, how long has the bullying been going on?