

Anti-Bullying Policy

Arunside School



Approved by: The Governing Body

Date: October 2026

Last reviewed on:

Next review due by: The Governing Body – October 2027

Date	Section	Policy review updates:

1. Purpose and principles

- Arunside Primary is a welcoming, ambitious and inclusive school. Our vision and values — Positive contribution, Ambition, Excellence, Responsibility and Metacognitive learning powers — underpin expected behaviour and relationships.
- Bullying of any kind is unacceptable. We aim to prevent bullying, intervene early where it occurs, support those harmed and educate perpetrators so behaviour changes. Our approach is trauma-aware and makes reasonable adjustments for children with SEND and disabilities. (See legal duties under the Equality Act and statutory safeguarding guidance.)

2. Scope

- This policy covers all pupils, staff, governors, volunteers and parents/carers in all school settings and activities: on site, on school transport, off-site visits, and online (including out-of-hours digital activity where it affects school life). It also covers bullying of staff.

3. Definition

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another person either physically or emotionally. It includes: physical aggression; name-calling and derogatory language; exclusion; sexual harassment and online/cyberbullying; racist, homophobic, transphobic or disability-related bullying; and any behaviour intended to cause harm or fear. KCSIE uses the term “child-on-child abuse” for serious incidents; these will be responded to under safeguarding procedures.

4. Our expectations (school culture)

- All staff model and teach the school values and the behaviour curriculum so pupils know acceptable conduct and why it matters. Routines, restorative language and visible leadership create predictability and safety. High expectations are applied consistently and fairly.

5. Prevention and curriculum

- Behaviour & Relationships lessons and PSHE teach:
- explicit lessons on what bullying looks like and how to respond;
- digital safety and respectful online conduct;
- empathy, bystander action and conflict resolution skills;
- metacognitive strategies for self-regulation, with specific support for disadvantaged pupils.
- Forest school, assemblies and house systems reinforce positive contribution, responsibility and excellence. Staff receive regular CPD on behaviour management, SEND adjustments and anti-bullying strategies.

6. Identification and reporting

- Pupils, staff and parents are encouraged to report all concerns without delay to a class teacher, phase leader, the DSL or a senior leader.
- Staff complete the school incident reporting form and log incidents on the school behaviour/CPOMS system within the same working day. Significant incidents (sexual

harassment, physical violence, hate incidents, persistent bullying or where a child is at risk) are escalated immediately to the DSL and may be reported to children's social care or the police as required by safeguarding procedures. KCSIE requirements for recording and action must be followed.

7. Response and investigation

- Initial response (same day)
- Ensure the child who was harmed is safe and supported; offer immediate pastoral support; record the disclosure.
- Separate interviews with involved parties; preserve evidence (screenshots, messages).
- Notify parents/carers of children involved in line with safeguarding thresholds.
- Investigation and proportionate action (within 3–5 working days where practicable)
- Establish facts, involve pupil voice and witnesses, consider SEND/contextual factors (make reasonable adjustments).
- Use restorative conversations, coached apologies, mediation, targeted programmes, or sanctions where restorative work is insufficient. Sanctions are lawful, proportionate and linked to the Behaviour & Relationships policy. For serious incidents, fixed period exclusion or alternative arrangements may be considered following statutory guidance.
- Safeguarding response
- If behaviour meets the threshold of child-on-child abuse or raises safeguarding concerns, follow the school's safeguarding/child protection procedures and make referrals to statutory agencies as necessary. Record actions clearly in the child's safeguarding record.

8. Support for victims and those who bully

- Victims: immediate wellbeing check, short-term safe space, taught strategies to rebuild confidence, monitoring and regular reviews with parents/carers. Where required, refer to external services (CAMHS, locality SEND support).
- Perpetrators: targeted education (restorative work, social skills, anger management), parental engagement, behaviour support plans, and adapted interventions if SEND or trauma underpins behaviour. Ensure staff make reasonable adjustments and follow the graduated approach (assess, plan, do, review).

9. Cyberbullying

- The school teaches safe use of technology and expects acceptable use of devices. Incidents involving devices (in or outside school hours) are investigated; evidence is captured and parents/carers informed. Where content is illegal or very harmful, the police and relevant online platforms will be contacted and content removal requested. Guidance on staff and pupil online conduct is kept under regular review

10. Roles and responsibilities

- Headteacher: overall responsibility for policy implementation and ensuring statutory duties are met. Must ensure staff training and that the policy is publicised annually.
- DSL: leads safeguarding response, records incidents that meet safeguarding threshold, coordinates referrals.

- Governors: monitor effectiveness, review anti-bullying outcomes and ensure the behaviour policy (including anti-bullying) is published on the website and reviewed annually.
- Staff: follow the policy, record incidents, attend training, teach restorative practice and report safeguarding concerns.
- Pupils and parents: expected to engage with the school's behaviour expectations and to report and co-operate in resolving incidents.

11. Recording, monitoring and evaluation

- The school logs all bullying incidents on CPOMS and categorises them. Senior leaders receive fortnightly reports, including:
- number and type of incidents;
- repeat incidents and repeat perpetrators

12. Communication and transparency

- This policy is published on the school website, once ratified by governors. The headteacher publicises the behaviour policy (including anti-bullying) at least annually. Staff receive training on the policy at induction and regular refresher CPD. Pupils receive curriculum teaching on bullying and online safety.

13. Links with other policies

- Behaviour & Relationships policy; Child Protection & Safeguarding policy; Online Safety / Acceptable Use policy; SEND policy; Equality & Accessibility policy; Staff code of conduct; Exclusions policy

14. Complaint and appeal

- Parents dissatisfied with the school's response should follow the school's complaints procedure. For safeguarding failures or unlawful discrimination, parents may contact the local authority, the DfE or other statutory bodies as appropriate.

15. Review

- The policy will be reviewed annually by leaders and governors or sooner if statutory guidance changes or incident trends indicate it is required.

Appendix A — Reporting Flow

1. Incident reported to staff → same-day record on CPOMS/behaviour log.
2. Class teacher/phase leader initial response; DSL notified for anything meeting safeguarding thresholds.
3. Investigation completed; parents informed; actions agreed.
4. Follow-up meeting/review within agreed timescale; record closed when outcomes met and monitored for recurrence.