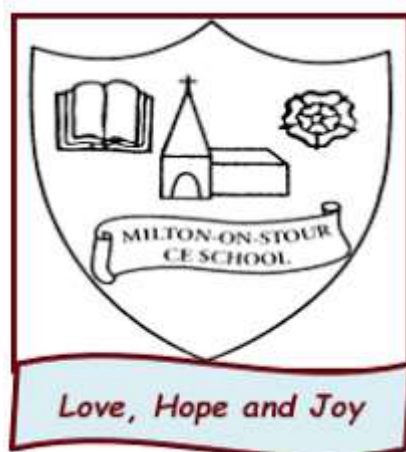


Milton On Stour CE Primary School



Anti Bullying Policy Draft September 2026

Draft Written: September 2026

Approved by: Draft

Review Cycle: Annual

Next Review: September 2027

Applies to: All pupils, staff, governors, volunteers, contractors and visitors

Linked article from the UN Convention of the Rights of the Child

Article 2 – Non-discrimination

Every child has the right to all the rights in the Convention without discrimination.

Article 12 – Right to be heard

Children have the right to express their views and have those views taken seriously.

Article 19 – Protection from violence, abuse and neglect

Every child has the right to protection from physical and mental violence, abuse and neglect.

1. Our Christian Vision and Values

At Milton-on-Stour Primary School, our Christian vision is at the heart of our approach to relationships, behaviour, safeguarding and inclusion.

We want every child to flourish as a unique and valued individual, developing the knowledge, skills, resilience and character they need to live healthy, purposeful and fulfilling lives.

Our vision is expressed through three guiding principles.

Cherished in Love

We cultivate an inclusive, deeply caring community which ensures every child feels safe, deeply known, and uniquely valued.

Every child has the right to feel safe, valued and included. Bullying undermines a child's dignity, belonging, wellbeing and ability to learn. We therefore take reports of bullying seriously and act to protect children from harm.

We expect every member of our community to treat others with dignity, kindness and respect and to challenge behaviour that causes harm, discrimination, intimidation or exclusion.

Guided by Hope

We provide a rigorous, supportive education that fosters resilience and aspirations, guiding our children toward a bright future filled with hope.

We recognise that children are developing and that they sometimes make harmful or unkind choices. We respond to bullying with clear boundaries and appropriate consequences while also helping children understand the impact of their behaviour, develop empathy, learn alternative ways of relating to others and, where appropriate and safe, repair harm.

We do not define a child by their behaviour. We believe children can learn, grow and change.

Inspired with Joy

We celebrate the unique gifts of every individual, creating a vibrant learning community filled with the joy of discovery, creativity, and spiritual wonder.

A child cannot fully experience the joy of learning if they are frightened, excluded, humiliated or persistently made to feel that they do not belong.

We therefore seek to create a school culture in which difference is celebrated, friendships are nurtured, children feel confident to participate and everyone can flourish.

Our values are lived through our three behaviour expectations:

Ready • Respectful • Safe

We want every child to know:

I belong here.

I am valued.

I can speak up.

Adults will listen.

I can help make our community safe.

2. Purpose of this Policy

This policy sets out how Milton-on-Stour CE Primary School prevents, identifies and responds to bullying.

The school is committed to creating a calm, safe, inclusive and respectful environment in which every child can learn without fear of intimidation, humiliation, discrimination or abuse.

The policy aims to:

1. prevent bullying through a strong whole-school culture;
2. teach children what bullying is and how to respond to it;
3. ensure that children know how and where to report concerns;
4. ensure that all reports of bullying are taken seriously;
5. respond promptly and proportionately when bullying is identified;
6. safeguard children who experience bullying;
7. address the behaviour of children who bully others;
8. distinguish bullying from ordinary friendship difficulties and conflict while recognising that isolated incidents can still be serious and harmful;
9. prevent prejudice-based, discriminatory and identity-based bullying;
10. address cyberbullying and harmful online behaviour;
11. recognise bullying as a potential form of child-on-child abuse;
12. ensure that safeguarding concerns are referred to the DSL without delay;
13. support children affected by bullying;
14. use restorative approaches where appropriate and safe;
15. ensure responses are consistent with the school's Behaviour Policy;
16. meet the school's duties under equality and safeguarding legislation;

17. monitor patterns and trends so that the school can identify areas of increased risk;
18. work in partnership with parents and carers;
19. listen to pupil voice and involve children appropriately in decisions affecting them.

The school recognises that preventing and responding to bullying is a responsibility shared by pupils, staff, parents/carers, governors and the wider school community.

3. Legislative and Guidance Framework

This policy has regard to current legislation and statutory and non-statutory guidance applicable to schools in England, including:

- **Keeping Children Safe in Education 2026 (KCSIE 2026);**
- **Working Together to Safeguard Children 2026;**
- **Preventing and tackling bullying – Department for Education;**
- **Behaviour in Schools: Advice for Headteachers and School Staff;**
- **Equality Act 2010;**
- **Children Act 1989;**
- **Education and Inspections Act 2006;**
- **Education Act 2011;**
- **Children and Families Act 2014;**
- **SEND Code of Practice: 0 to 25 years;**
- **Human Rights Act 1998;**
- **Protection from Harassment Act 1997**, where relevant;
- relevant criminal law where bullying behaviour may constitute an offence;
- relevant statutory guidance concerning online safety and safeguarding.

KCSIE 2026 is statutory safeguarding guidance and has been in force since 1 September 2026. It requires schools to maintain a child-centred safeguarding approach and emphasises that staff should act immediately on concerns and report them to the DSL or deputy without delay.

KCSIE 2026 expressly identifies bullying, including cyberbullying, prejudice-based and discriminatory bullying, as forms of child-on-child abuse. It also makes clear that child-on-child abuse can occur inside and outside school and online.

The DfE states that schools must have a behaviour policy which includes measures to prevent all forms of bullying.

The school will keep this policy under review and amend it when legislation or statutory guidance changes.

4. What is Bullying?

There is no single statutory legal definition of bullying.

For the purposes of this policy, Milton-on-Stour CE Primary School understands bullying as:

Deliberate behaviour which is intended to hurt another person, is repeated or sustained over time, and involves an imbalance of power which makes it difficult for the person experiencing it to defend themselves or stop the behaviour.

Bullying can be:

- physical;
- verbal;
- emotional;
- relational;
- social;
- psychological;
- discriminatory;
- prejudice-based;
- racist;
- faith-based;
- sexist;
- homophobic;
- biphobic;
- transphobic;
- disability-related;
- sexual;
- online/cyberbullying;
- coercive or intimidating.

Bullying may involve one child or a group of children. It may be carried out directly or indirectly. It may occur:

- in school;
- on the journey to or from school;
- on school trips or residential visits;
- during clubs or activities;
- online;
- through social media or messaging;
- through gaming;
- outside school where it affects the school community or the safety and wellbeing of pupils.

The DfE's bullying guidance recognises repetition, intention to hurt and an imbalance of power as important features of bullying.

5. Bullying, Conflict and Unkind Behaviour

Not every disagreement, argument or unkind act is bullying. Children may experience:

- friendship difficulties;
- arguments;
- disagreements;
- one-off unkind comments;
- accidental hurt;
- developmentally typical conflict.

These behaviours will still be addressed.

A single incident may not meet the school's definition of bullying but may nevertheless be:

- serious;
- harmful;
- discriminatory;
- abusive;
- threatening;
- a safeguarding concern;
- a criminal offence.

The school will therefore **never dismiss harmful behaviour simply because it is the first reported incident or because it does not technically meet the definition of bullying.**

Staff will consider:

- what happened;
- the impact on the child;
- the intention where this can reasonably be established;
- whether there is a pattern;
- the relative power of the children involved;
- whether the behaviour is discriminatory;
- whether the behaviour is abusive;
- whether there is a safeguarding concern;
- whether there are vulnerabilities or additional needs;
- whether the behaviour is escalating.

6. Types of Bullying

6.1 Physical bullying

This includes:

- hitting;
- kicking;
- pushing;
- tripping;
- punching;
- pinching;
- biting;
- damaging or taking belongings;
- physical intimidation;
- blocking someone's movement;
- threatening physical violence.

Physical violence may constitute a criminal offence and/or a safeguarding concern.

6.2 Verbal bullying

This may include:

- repeated name-calling;
- insults;
- threats;
- mocking;
- humiliating comments;
- threatening language;
- repeated comments about appearance;
- deliberately hurtful comments about family circumstances;
- abusive or degrading language.

6.3 Relational and social bullying

This may include:

- deliberately excluding someone;
- encouraging others not to play with someone;
- manipulating friendships;
- spreading rumours;
- deliberately embarrassing someone;
- threatening to end friendships to control another child;
- encouraging a group to isolate someone;
- repeatedly making someone feel that they do not belong.

The school recognises that relational bullying can cause significant emotional harm even where there is no physical contact.

6.4 Discriminatory and prejudice-based bullying

This includes behaviour related to:

- race;
- ethnicity;
- nationality;
- religion or belief;
- disability;
- SEND;
- sex;
- sexual orientation;
- gender reassignment;
- appearance;
- language;
- culture;
- family circumstances;
- caring responsibilities;
- other characteristics or aspects of identity.

The Equality Act 2010 protects pupils from discrimination, harassment and victimisation in education.

The school will challenge discriminatory behaviour even where the child responsible claims that it was intended as a joke.

6.5 Racist bullying

Racist bullying includes behaviour directed towards a child because of their race, colour, nationality, ethnic or national origin or perceived identity. The school will record and monitor racist incidents separately where appropriate so that patterns can be identified. **Racist behaviour will always be challenged.**

Where the behaviour raises a safeguarding concern, the DSL will be informed.

6.6 Faith-based bullying

This includes bullying related to:

- religion;
- belief;
- perceived religion;

- religious practice;
- religious clothing;
- religious festivals;
- religious identity.

The school will promote respect for religious and non-religious beliefs and will challenge faith-targeted abuse.

KCSIE 2026 specifically identifies faith-targeted abuse and discriminatory behaviour as issues that may require safeguarding consideration.

6.7 Sexist, sexual and gender-based bullying

This may include:

- sexist comments;
- sexualised name-calling;
- comments about someone's body;
- sexual jokes directed at another child;
- unwanted sexualised comments;
- gender-based humiliation;
- sexualised rumours;
- sexual harassment;
- sharing sexualised content about another child.

Sexual harassment and sexual violence are safeguarding matters and must not be treated simply as ordinary bullying or poor behaviour.

Any concern involving sexual harassment, sexual violence or harmful sexual behaviour must be referred to the DSL or deputy without delay.

6.8 Homophobic, biphobic and transphobic bullying

The school will challenge bullying or derogatory behaviour relating to sexual orientation or gender reassignment, including perceived sexual orientation or gender identity.

Staff will respond in accordance with the school's safeguarding, equality and behaviour procedures and will ensure that pupils are treated with dignity and respect.

6.9 Disability-related and SEND-related bullying

Children with SEND or disabilities may be particularly vulnerable to bullying.

This may include:

- mocking a disability;

- deliberately excluding a child because of SEND;
- imitating communication differences;
- targeting sensory needs;
- deliberately interfering with assistive equipment;
- repeatedly provoking a child because of their vulnerabilities;
- exploiting difficulties with communication or social understanding.

The school will consider reasonable adjustments and individual support.

SEND or disability will never be used as a reason to minimise the impact of bullying.

7. Cyberbullying and Online Bullying

Bullying can occur online as well as face to face.

Cyberbullying may include:

- abusive messages;
- group-chat exclusion;
- threatening messages;
- repeated online humiliation;
- spreading rumours;
- sharing embarrassing images;
- creating fake accounts;
- impersonation;
- encouraging others to target a child;
- online harassment;
- gaming-related bullying;
- harmful comments on social media;
- AI-generated images or content used to humiliate or harm another child.

KCSIE 2026 recognises that children can abuse other children online and that safeguarding concerns may occur both online and offline

The school may respond to online behaviour occurring outside school where it:

- affects another pupil;
- threatens or harms a pupil;
- constitutes bullying or harassment;
- creates a safeguarding concern;
- disrupts the orderly running of the school;
- adversely affects the school community.

This is consistent with the school's Behaviour Policy.

Where online behaviour may constitute a criminal offence, the school will consider whether the police or another agency should be contacted.

8. Bullying and Child-on-Child Abuse

KCSIE 2026 makes clear that children can abuse other children and that child-on-child abuse can occur:

- in school;
- outside school;
- online;
- within friendship groups;
- between children of different ages;
- between children who previously had a positive relationship.

Bullying, including cyberbullying, prejudice-based and discriminatory bullying, is identified within KCSIE 2026 as a form of child-on-child abuse.

Child-on-child abuse may also include:

- physical abuse;
- serious physical assault;
- threats involving weapons;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- sharing of nudes or semi-nudes;
- upskirting;
- hazing or initiation behaviour;
- abusive or harassing online communication;
- misogynistic or misandrist behaviour;
- relationship abuse.

The school will not dismiss such behaviour as:

- "banter";
- "just a joke";
- "part of growing up";
- "boys being boys";
- "children being children".

KCSIE 2026 stresses the importance of challenging inappropriate behaviour and recognises child-on-child abuse as a safeguarding issue for both the child experiencing harm and the child alleged to have caused harm.

Any concern that may constitute child-on-child abuse must be referred to the DSL or deputy without delay.

9. Sexual Harassment and Sexual Violence

Sexual harassment and sexual violence are never acceptable.

They may occur:

- face to face;
- verbally;
- physically;
- through gestures;
- through images;
- through messaging;
- through social media;
- through gaming;
- through other online platforms.

The school will:

1. prioritise immediate safety;
2. listen carefully and sensitively;
3. avoid victim-blaming;
4. refer the concern to the DSL or deputy;
5. assess risk and need;
6. follow KCSIE 2026 and the Child Protection and Safeguarding Policy;
7. consider whether children's social care, police or another agency should be involved;
8. provide appropriate support to the child who has experienced harm;
9. consider appropriate support and intervention for the child alleged to have caused harm;
10. consider the wider peer group and school environment;
11. apply proportionate disciplinary action where appropriate;
12. maintain appropriate safeguarding records.

Reports of sexual harassment will not automatically be treated as ordinary bullying or behaviour management.

10. Making or Sharing Nudes or Semi-Nudes

Where staff become aware that a child has made, received, possessed or shared a nude or semi-nude image or video, including AI-generated intimate imagery, the matter must be referred immediately to the DSL or deputy.

Staff must not:

- ask children to forward images to them;
- copy images;
- save images;

- print images;
- investigate images themselves;
- circulate images.

The school's safeguarding procedures must be followed.

The school will provide support to children affected and will consider the safeguarding needs of all children involved.

11. Prevention

Preventing bullying is a whole-school responsibility.

The school will promote a culture in which:

- children feel they belong;
- difference is celebrated;
- children know that adults will listen;
- reporting concerns is encouraged;
- harmful behaviour is challenged;
- respectful relationships are explicitly taught;
- children understand how their behaviour affects others;
- online safety is taught;
- children learn how to resolve everyday disagreements;
- adults model respectful relationships.

Prevention will be supported through:

- PSHE;
- Relationships Education;
- online safety education;
- assemblies;
- collective worship;
- RE;
- class discussions;
- School Council;
- pupil voice;
- worry boxes;
- playground provision;
- supervision arrangements;
- staff training;
- parent/carers communication;
- monitoring of incidents and patterns.

12. Teaching Children How to Prevent and Respond to Bullying

Children will be taught:

- what bullying is;
- what bullying is not;
- how to recognise unsafe or harmful behaviour;
- how to disagree respectfully;
- how to seek help;
- how to support someone who is being bullied;
- how to behave safely online;
- how to report bullying;
- that reporting bullying is not "telling tales";
- that adults have a responsibility to act when children report concerns.

Children will be taught to tell an adult if:

- they are being bullied;
- they see someone else being bullied;
- they are worried about something online;
- someone threatens or intimidates them;
- they feel unsafe;
- they are worried about another child.

13. Reporting Bullying

Children may report concerns to:

- their class teacher;
- another trusted member of staff;
- the Headteacher;
- a member of the senior leadership team;
- the DSL or deputy;
- a teaching assistant or other trusted adult;
- through the school's worry boxes;
- through another adult they trust.

Children do not need to prove that something is bullying before reporting it.

Adults will listen and investigate appropriately. Parents/carers should contact the school if they believe their child is experiencing bullying.

Parents/carers should not approach or confront another child or their parents/carers directly.

14. What Staff Must Do When a Child Reports Bullying

Staff must:

1. listen calmly;
2. take the concern seriously;

3. thank the child for speaking up;
4. reassure the child that they have done the right thing;
5. establish immediate safety needs;
6. avoid promising absolute confidentiality;
7. avoid blaming or interrogating the child;
8. record the concern appropriately;
9. inform the DSL/deputy immediately where there is a safeguarding concern;
10. inform the relevant class teacher or senior leader where appropriate;
11. follow up promptly;
12. ensure appropriate support is provided.

Staff must not:

- dismiss the concern;
- tell the child to "ignore it";
- suggest that the child caused the bullying;
- insist that children resolve serious bullying themselves;
- confront the alleged perpetrator in a way that compromises safeguarding;
- promise that the information will remain secret;
- arrange an immediate face-to-face meeting between children where this could increase risk.

15. Safeguarding Response

Bullying will be considered alongside safeguarding.

Staff should be alert to signs that bullying may be affecting a child's welfare, including:

- changes in behaviour;
- withdrawal;
- anxiety;
- distress;
- reluctance to attend school;
- changes in attendance;
- changes in friendships;
- deterioration in learning;
- physical injuries;
- sleep difficulties;
- emotional distress;
- increased isolation;
- online threats;
- self-harm or thoughts of self-harm.

These indicators do not automatically prove that bullying is occurring.

However, they may indicate that further safeguarding enquiry or support is required.

KCSIE 2026 states that staff should act immediately on safeguarding concerns and report them to the DSL or deputy without delay.

If there is immediate danger, staff should take immediate action to protect the child and follow emergency and safeguarding procedures.

16. Investigating a Bullying Concern

The school will establish the facts as carefully as possible. The response will be proportionate to the concern. The school may:

- speak separately with the child reporting the concern;
- speak separately with the child or children alleged to have bullied;
- speak to witnesses;
- examine relevant school records;
- consider online evidence where appropriate and lawful;
- consider previous incidents;
- consider whether there is a pattern;
- consider the impact on the child;
- consult the DSL;
- consult the SENCo where SEND may be relevant;
- speak with parents/carers where appropriate;
- consider whether other agencies need to be involved.

Investigations will be handled sensitively.

The school will avoid unnecessary repetition of a child's account.

The child who has reported bullying will not normally be expected to confront the child alleged to have bullied them.

Parents/carers should not approach or confront another child or their parents/carers directly.

17. Immediate Safety Measures

Where necessary, the school will take immediate steps to reduce risk.

These may include:

- increased adult supervision;
- changes to seating;
- changes to playground arrangements;
- changes to transitions;
- separation of children;

- additional check-ins;
- safe arrival or departure arrangements;
- trusted-adult arrangements;
- changes to online access where appropriate;
- safeguarding risk assessment;
- individual support plans.

Any separation of children for safeguarding purposes is not automatically a disciplinary sanction.

The school's Behaviour Policy recognises separation as a possible safeguarding measure where necessary.

18. Supporting a Child Experiencing Bullying

The child's safety and wellbeing are central.

Support may include:

- regular check-ins with a trusted adult;
- pastoral support;
- ELSA or other emotional support where available;
- support with friendships;
- additional supervision;
- help to rebuild confidence;
- support with attendance;
- support with online safety;
- reasonable adjustments;
- SENCo involvement;
- Family Help or other early help;
- referral to specialist services where appropriate;
- safeguarding intervention.

The school will agree appropriate follow-up arrangements with the child wherever possible.

The child will be asked whether the support is helping.

19. Supporting a Child Who Has Bullied Another Child

The school will hold children accountable for harmful behaviour while recognising that children are developing.

The response may include:

- a clear explanation that the behaviour is unacceptable;
- reflection;
- restorative work where appropriate;

- teaching alternative behaviours;
- work on empathy;
- support with emotional regulation;
- pastoral intervention;
- individual behaviour support;
- parent/carer involvement;
- SEND assessment or support where appropriate;
- safeguarding intervention;
- specialist or multi-agency support where required;
- proportionate consequences under the Behaviour Policy.

KCSIE 2026 recognises that child-on-child abuse is preventable and that timely, evidence-based support can help prevent children from continuing harmful behaviour.

Support does not remove accountability.

Equally, disciplinary consequences do not remove the school's responsibility to consider why harmful behaviour is occurring and whether the child responsible also requires support or safeguarding intervention.

20. Restorative Practice

The school uses a relational and restorative approach consistent with its Behaviour Policy.

Where appropriate and safe, restorative work may help children:

- understand the impact of their actions;
- take responsibility;
- listen to others;
- express their feelings;
- make amends;
- rebuild trust;
- develop strategies for future behaviour.

However:

A child who has experienced bullying will never be required to participate in a restorative conversation simply because the school believes it would be beneficial.

Restorative approaches must not:

- minimise the harm;
- create pressure to forgive;
- imply equal responsibility where there was an imbalance of power;

- replace safeguarding action;
- replace proportionate consequences;
- place the child who experienced harm at further risk.

21. Consequences and Sanctions

Where bullying is established, the school will respond in accordance with the Behaviour Policy.

Possible consequences include:

- reminder and redirection;
- restorative action;
- loss of a privilege;
- supervised time away from an activity;
- behaviour monitoring;
- parent/carer meeting;
- targeted pastoral support;
- removal from a classroom where necessary;
- suspension;
- permanent exclusion in the most serious circumstances.

Consequences will be:

- reasonable;
- proportionate;
- age-appropriate;
- predictable;
- lawful;
- consistent with the Behaviour Policy;
- sensitive to SEND and disability;
- sensitive to safeguarding circumstances.

Serious bullying may constitute serious misbehaviour under the Behaviour Policy.

The Behaviour Policy identifies serious bullying, discriminatory abuse, sexual harassment, sexual violence and behaviour placing others at significant risk as examples of serious misbehaviour.

22. Equality and Protected Characteristics

The school will not tolerate bullying or harassment related to a protected characteristic.

The Equality Act 2010 protects pupils against discrimination, harassment and victimisation in education.

The protected characteristics are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Not all protected characteristics apply to pupils in the same way in every area of education law. The school will apply the Equality Act 2010 as appropriate to the circumstances.

The school will also challenge harmful behaviour relating to characteristics or circumstances that are not legally protected where the behaviour causes harm or undermines safety and belonging.

23. SEND, Disability and Additional Needs

The school maintains high expectations for all children. Where a child involved in bullying has SEND, a disability, communication difficulty, sensory need or other additional need, staff will consider:

- whether reasonable adjustments are required;
- whether communication needs have affected the situation;
- whether social understanding is relevant;
- whether the child requires additional support to report concerns;
- whether behaviour is linked to an unmet need;
- whether the child requires additional supervision;
- whether the school's environment is contributing to the difficulty;
- whether the SENCo should be involved.

SEND does not excuse bullying.

Equally, a child's SEND or disability must not be used to label or stigmatise them.

Where appropriate, individual support or behaviour plans will be reviewed.

24. Mental Health and Emotional Wellbeing

Bullying can have a significant effect on mental health and emotional wellbeing.

Staff will be alert to:

- anxiety;
- withdrawal;
- low mood;
- emotional dysregulation;
- school avoidance;
- changes in attendance;
- loss of confidence;
- self-harm;
- suicidal thoughts or behaviour.

Where mental health concerns are identified, the school will follow its safeguarding and mental health procedures. Self-harm is not treated as misbehaviour. The school will prioritise the child's safety and wellbeing

25. Bullying Outside School

The school may take action where bullying occurs outside school where the law permits and where the behaviour affects:

- another pupil;
- staff;
- school safety;
- the orderly running of the school;
- the school community.

This may include bullying:

- on the journey to or from school;
- in school uniform;
- on school trips;
- during school-organised activities;
- online;
- through social media or messaging;
- in the local community where it affects school life.

Milton On Stour CE school will work with parents/carers and other agencies where appropriate.

26. Parents and Carers

Parents/carers are important partners.

Parents/carers are asked to:

- encourage respectful behaviour;
- listen to their child;
- encourage them to tell school staff about concerns;

- communicate concerns with the school;
- avoid confronting other children;
- avoid contacting other parents/carers to resolve incidents directly;
- support agreed strategies;
- attend meetings where appropriate;
- communicate respectfully with school staff.

The school will:

- listen to parents/carers;
- take concerns seriously;
- communicate appropriately;
- explain the school's process;
- protect confidentiality;
- provide appropriate updates;
- work in partnership wherever possible.

27. Confidentiality, Information Sharing and Recording

The school will handle bullying concerns sensitively.

Information will be shared on a need-to-know basis. There may be circumstances where information cannot be shared because doing so would:

- breach another child's confidentiality;
- compromise safeguarding;
- prejudice an investigation;
- create additional risk

Where safeguarding requires information to be shared, data protection law is not a barrier to appropriate safeguarding information sharing.

KCSIE 2026 requires safeguarding records to include appropriate summaries, actions, decisions, rationale and outcomes.

The school will maintain appropriate records on CPOMS recording system. Where a bullying concern is identified, the school will record relevant information, including where appropriate:

- date;
- time;
- location;
- children involved;
- nature of the concern;
- child's account;
- witness information;

- previous incidents;
- actions taken;
- safeguarding considerations;
- consequences;
- support provided;
- parent/carer communication;
- pupil voice;
- follow-up arrangements;
- outcome.

Where the incident is discriminatory, the relevant characteristic will be recorded where appropriate.

Where the incident is a safeguarding concern, safeguarding recording procedures will be followed

28. Monitoring and Follow-Up

The school will not consider a bullying concern resolved simply because an initial incident has been dealt with.

Appropriate follow-up will be arranged.

This may include:

- checking in with the child;
- monitoring playground behaviour;
- speaking with staff;
- reviewing online concerns;
- speaking with parents/carers;
- reviewing attendance;
- reviewing further incidents;
- adjusting support.

The school will ask:

Has the behaviour stopped?

Does the child feel safe?

Does the child feel that adults have listened?

Does the child feel able to participate in school life?

Is further support needed?

29. Staff Responsibilities

All staff are responsible for preventing and responding to bullying.

Staff must:

- model respectful behaviour;
- establish safe relationships;
- challenge harmful behaviour;
- listen to children;
- take reports seriously;
- report safeguarding concerns without delay;
- record significant incidents;
- follow the Behaviour Policy;
- follow the Child Protection and Safeguarding Policy;
- understand child-on-child abuse;
- understand prejudice-based and discriminatory bullying;
- understand cyberbullying;
- maintain professional boundaries;
- avoid humiliating or labelling children.

Staff must not dismiss harmful behaviour as "banter", "just a joke" or "children being children".

30. Role of the Headteacher

The Headteacher is responsible for:

- overall implementation of this policy;
- ensuring that staff understand the policy;
- ensuring appropriate staff training;
- ensuring reports of bullying are addressed;
- ensuring safeguarding concerns are referred appropriately;
- monitoring patterns and trends;
- ensuring appropriate consequences are applied;
- working with parents/carers;
- reporting significant patterns to governors;
- ensuring the policy remains aligned with legislation and statutory guidance.

31. Role of the Designated Safeguarding Lead

The DSL or deputy is responsible for:

- considering whether bullying constitutes or indicates a safeguarding concern;
- ensuring concerns are recorded appropriately;
- assessing risk;
- coordinating safeguarding responses;

- considering child-on-child abuse;
- considering extra-familial harm;
- considering online harms;
- considering sexual harassment or sexual violence;
- considering discriminatory abuse;
- making referrals to children's social care, police or other agencies where appropriate;
- ensuring appropriate support is provided;
- advising staff and leaders.

Staff must refer safeguarding concerns to the DSL/deputy without delay.

32. Role of the SENCo

The SENCo will:

- advise on SEND-related bullying;
- support reasonable adjustments;
- consider whether communication, sensory or social needs are relevant;
- support individual plans;
- work with families and professionals;
- monitor the impact of bullying on pupils with SEND;
- advise staff on appropriate support.

33. Role of Governors

Governors will:

- approve this policy;
- ensure that the school has appropriate arrangements for preventing bullying;
- receive appropriate information about bullying patterns and trends;
- monitor equality implications;
- challenge leaders where necessary;
- ensure safeguarding remains central;
- review the effectiveness of the policy.

Governors will not normally investigate individual bullying incidents.

34. Pupil Voice

Children have the right to express their views.

Pupil voice will be gathered through:

- School Council;

- class discussions;
- PSHE;
- RE;
- pupil surveys;
- individual conversations;
- worry boxes;
- feedback following incidents where appropriate.

The school will seek to understand:

- whether children feel safe;
- where children feel less safe;
- whether children know how to report concerns;
- whether children believe adults listen;
- whether particular groups experience greater difficulties;
- whether children feel included and valued.

The school will use pupil voice to inform improvement.

35. Staff Training

Staff will receive appropriate training and updates relating to:

- bullying;
- child-on-child abuse;
- safeguarding;
- prejudice-based and discriminatory behaviour;
- online safety;
- cyberbullying;
- sexual harassment;
- harmful sexual behaviour;
- SEND and behaviour;
- equality;
- relational approaches;
- restorative practice;
- pupil voice.

Training will reflect the current requirements of KCSIE 2026.

36. Relationship with the Behaviour Policy

This policy must be read alongside the **Milton-on-Stour Primary School Behaviour Policy 2026**.

The two policies share the school's:

Ready • Respectful • Safe expectations.

The Behaviour Policy establishes the school's wider approach to:

- behaviour;
- consequences;
- restorative practice;
- safeguarding;
- child-on-child abuse;
- serious misbehaviour;
- online behaviour;
- SEND;
- reasonable adjustments;
- pupil voice;
- recording;
- monitoring.

This Anti-Bullying Policy provides the specific framework for preventing and responding to bullying. Where there is a conflict between this policy and statutory safeguarding requirements, statutory requirements and the school's safeguarding procedures take precedence.

37. Linked Policies and Procedures

This policy should be read alongside:

- Child Protection and Safeguarding Policy 2026;
- Behaviour Policy 2026;
- SEND Policy 2026;
- Equality Policy;
- Online Safety Policy;
- Staff Code of Conduct;
- Attendance Policy;
- Relationships and Health Education arrangements;
- Mobile Phone arrangements;
- Physical Intervention/Restrictive Interventions Policy;
- Searching, Screening and Confiscation procedures;
- Complaints Policy;
- Staff Behaviour Policy;
- Whistleblowing procedures;
- Mental Health and Wellbeing arrangements.

38. Monitoring and Evaluation

The Headteacher and governors will monitor:

- reported bullying incidents;
- repeat incidents;
- racist incidents;

- discriminatory incidents;
- cyberbullying;
- child-on-child abuse;
- sexual harassment;
- attendance concerns associated with bullying;
- pupil voice;
- parent/carer concerns;
- staff concerns;
- SEND-related patterns;
- patterns by protected characteristic where appropriate;
- locations and times where incidents occur;
- online/offline patterns;
- effectiveness of interventions.

The school will consider whether patterns indicate:

- increased risk;
- gaps in supervision;
- gaps in curriculum provision;
- additional training needs;
- SEND needs;
- safeguarding concerns;
- equality concerns;
- environmental changes that are required.

Where necessary, the school will amend its practice.

39. Our Commitment

At Milton-on-Stour Primary School, we want every child to know they are:

Cherished in Love

I am safe. I am known. I am valued.

Guided by Hope

I can learn, grow, change and begin again.

Inspired with Joy

I belong, I can participate and I can share my gifts.

Through **Ready, Respectful, Safe**, we create the everyday culture that makes these principles real.

We will not accept bullying because it is presented as a joke.

We will not accept discrimination because it is presented as banter.

We will not accept harmful behaviour because it is described as normal childhood behaviour.

We will listen.

We will act.

We will protect.

We will support children to understand harm, take responsibility and make positive changes.

Our aim is not simply to stop individual incidents of bullying, but to cultivate a community in which bullying is challenged, difference is celebrated, children feel a strong sense of belonging, and every child can learn and flourish in safety, dignity and joy.

40. Policy Review

Approved by: Full Governing Body Meeting due Nov

Date: Drafted September 2026

Review date: September 2027

Headteacher: _____

Chair of Governors: _____