



ANTI-BULLYING POLICY

Policy reviewed and agreed by: Teaching, Learning and Inclusion Policy
Date: June 2026
Next review: June 2028

Aligned with DfE guidance, SIAMS expectations, and Anti-Bullying Audit 2026

School Vision

We are all part of God's vine and are rooted in His rich soil. We are nurtured and supported so that we may grow and spread out into the world to love and to serve.

At Goring CE Primary School, our Christian vision shapes a community where every child is valued, respected and supported to flourish. Inspired by the Church of England's *Flourishing for All* guidance, we are committed to ensuring dignity, justice, forgiveness and reconciliation underpin all relationships.

Bullying prevents people from flourishing and is therefore not compatible with our Christian vision. Through courageous advocacy and restorative practice, we actively build a culture where pupils are encouraged to be upstanders not bystanders, supporting one another to feel safe and respected.

Through collective worship, RE, PSHE and daily relationships, pupils learn that bullying harms community and prevents people from flourishing.

This policy reflects:

- Department for Education guidance *Preventing and Tackling Bullying*
- *Keeping Children Safe in Education*
- Behaviour in Schools guidance (2024)
- Equality Act 2010
- Church of England guidance *Flourishing for All*
- Findings from the Goring Anti-Bullying Audit (2026)

Policy Aims

This policy aims to:

- ensure every pupil feels safe, valued and listened to
- prevent bullying through strong Christian ethos and inclusive relationships
- provide clear procedures for reporting and responding to bullying
- ensure staff, governors, pupils and parents understand their responsibilities
- support both those experiencing bullying and those displaying bullying behaviours
- promote restorative approaches rooted in dignity and reconciliation
- promote pupil leadership through Anti-Bullying Ambassadors
- ensure compliance with statutory safeguarding and equality duties

Definition of Bullying

Following Department for Education guidance:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and involves an imbalance of power.

Bullying can occur:

- face-to-face
- online (cyberbullying)
- inside school
- outside school where it impacts pupils' wellbeing

Pupils are taught to use the message:

STOP – Several Times On Purpose

This supports children in recognising when behaviour becomes bullying.

Single incidents of unkind behaviour are taken seriously and addressed but may not always constitute bullying. Staff will always investigate patterns over time.

Types of Bullying

Bullying may include:

Physical

Hitting, kicking, pushing or damaging belongings.

Verbal

Name-calling, threats, teasing or discriminatory language.

Emotional / Social

Exclusion, rumour spreading, humiliation or manipulation.

Cyberbullying

Misuse of social media, gaming platforms, messaging or images.

Prejudice-based bullying

Related to protected characteristics under the Equality Act 2010 including:

- disability

- race
- religion or belief
- sex
- sexual orientation
- gender reassignment

Such incidents are recorded and monitored carefully. Schools have a legal duty to respond to such incidents.

Preventing Bullying: Our Whole-School Approach

Audit evidence confirms strong behaviour expectations and positive pupil experiences of safety across the school community.

We prevent bullying through:

Strong pupil voice

- Anti-Bullying Ambassadors
- pupil-led assemblies (e.g. Odd Socks Day)
- pupil surveys informing school improvement
- pupil understanding supported through STOP messaging

Curriculum

Anti-bullying learning is embedded through:

- SCARF PSHE programme and workshops
- computing online safety curriculum
- Wellbeing Ambassadors workshops
- inclusive curriculum planning
- programme of support through the NSPCC

Behaviour systems

- consistent expectations are in place across school
- restorative practice approaches are used by all staff
- CPOMS recording used effectively
- wellbeing logs
- parental partnership meetings

Roles and Responsibilities

Governors:

- monitor bullying trends through Headteacher reporting
- ensure statutory duties are met
- support evaluation of policy impact

The Executive Headteacher ensures:

- effective implementation of this policy
- staff training is up to date
- bullying incidents are recorded and monitored

- safeguarding procedures are followed where required
- governors are informed where appropriate

Staff will:

- model respectful relationships
- respond promptly to concerns
- record incidents on CPOMS
- apply restorative approaches
- support vulnerable pupils

Audit evidence confirms staff confidence in reporting and recording procedures.

Pupils are expected to:

- report concerns
- support others
- contribute to a respectful community

Parents are encouraged to:

- report concerns promptly
- support school approaches
- reinforce respectful behaviour at home

Reporting Bullying

Pupils can report concerns to:

- any trusted adult
- class teacher
- senior leaders

Parents can report concerns via:

- class teachers
- senior leaders
- safeguarding systems

All reports are taken seriously.

Responding to Bullying: Clear Procedures and Responsibilities

The school follows a consistent staged response in line with DfE *Preventing and Tackling Bullying* guidance and safeguarding expectations.

All staff are responsible for responding to concerns. However, specific roles ensure clarity and accountability.

Step 1: Report

Bullying can be reported by:

- pupils

- parents/carers
- staff
- governors
- peers (bystanders)

Reports should be made to:

- the class teacher (first point of contact)
- any trusted adult
- a member of the Senior Leadership Team
- the Designated Safeguarding Lead (DSL) if safeguarding concerns exist

All adults must take reports seriously.

Step 2: Immediate Adult Response

The adult receiving the concern must:

- listen carefully and reassure the pupil
- inform the class teacher (if not already involved)
- inform the DSL where there may be safeguarding implications

Where behaviour is serious or repeated, a senior leader must be informed immediately.

Step 3: Investigation (Led by Class Teacher or Deputy Headteacher)

The investigating adult will:

- speak separately with all pupils involved
- gather witness accounts where appropriate
- review CPOMS records for patterns over time
- decide whether the behaviour meets the definition of bullying
- inform a member of the Senior Leadership Team

Parents of all pupils involved will normally be informed at this stage.

Step 4: Recording

All bullying incidents must be:

- log incident on CPOMS on the same day
- categorised appropriately (including prejudice-related incidents where relevant)
- monitored by senior leaders

The Executive Headteacher oversees monitoring of patterns and trends.

Step 5: Action Taken

Actions will depend on severity, frequency and context but may include:

Support for the pupil experiencing bullying:

- named trusted adult check-ins
- pastoral support
- safe play arrangements if needed
- reassurance and monitoring

Support for the pupil displaying bullying behaviour:

- restorative conversations
- behaviour reflection work
- clear consequences in line with Behaviour Policy
- adult mentoring support

Whole-group responses (if appropriate):

- circle time
- restorative meetings
- class expectations revisited

Step 6: Communication with Parents

Parents/carers will:

- be informed promptly
- be invited to discuss concerns where appropriate
- be involved in supporting solutions
- receive updates on outcomes where relevant

The school works in partnership with families to resolve concerns.

Step 7: Follow-Up Monitoring

The class teacher and senior leaders will:

- review the situation over time
- check pupil wellbeing
- monitor behaviour records
- ensure bullying has stopped
- follow up communication with parents

Further action will be taken immediately if concerns continue.

Step 8: Escalation (If Bullying Continues)

Where bullying persists:

- the Executive Headteacher becomes directly involved
- a structured support plan is implemented
- parents attend review meetings
- external agencies may be consulted

Governors may be informed where appropriate through safeguarding monitoring processes.

Staff Training

The school will:

- provide refresher training on recognising bullying
- support staff understanding of emerging issues
- develop confidence supporting gender identity-related needs

Working with Parents and the Community

The school:

- shares policy access with families
- communicates anti-bullying approaches
- works with church and community partners
- provides guidance on support services

Pupil Voice Development Priorities (Audit-Led)

The school will:

- strengthen SEND pupil voice around safety through pupil profiles
- include additional pupil survey questions about safety
- continue developing upstander culture

These priorities reflect audit next steps.

Monitoring Impact

Success indicators include:

- pupils reporting they feel safe
- strong pupil understanding of bullying
- consistent CPOMS recording
- inclusive curriculum representation
- strong Christian vision lived daily

The policy will be reviewed every two years or earlier if guidance changes.

Linked Policies

This policy should be read alongside:

- Behaviour Policy
- Safeguarding Policy
- RSHE Policy
- Online Safety Policy
- Equality Policy