



All Saints C of E
Infant and Nursery School

Selston C of E
Infant and Nursery School

Anti-Bullying

September 2022

*Opening hearts and minds through the
grace and love of God*

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY SCHOOL

SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Infant and Nursery School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

NCC Policy Guidance and Policy Template – Anti-Bullying

1st September 2022

This guidance and associated policy template for Anti-Bullying has been written to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2022) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/106567/Keeping-children-safe-in-education-2022.pdf)

KCSiE 2022 states that: All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of a staff induction. This includes ‘*measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying*’.

Regardless of how a school chooses to define or respond to bullying, policies and procedures should be clearly communicated and understood by pupils, parents/carers, and staff. If incidents do occur, they should be dealt with quickly and effectively.

Incidents of bullying may be considered as ‘Child-on-child Abuse’. Please refer to NCC’s Child-on-child Abuse Guidance and Policy Template for further details.

Recommended definition of bullying and ‘relational conflict’:

Nottinghamshire uses the definition of bullying provided by the [Anti-Bullying Alliance](https://www.abullyingalliance.org/):

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

Schools may find it helpful to use the term ‘relational conflict’ when discussing friendship fallouts or incidents occurring between pupils that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, pupils show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but schools must be aware that some do – we must bear in mind that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, schools need to address the situation and support the pupils to resolve any negative feelings. Schools must monitor children following a ‘relational conflict’ to ensure that the situation has been resolved and does not escalate to bullying. Schools must challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all pupils feel supported.

Contextual Safeguarding and interventions:

Bullying can happen to any child, and it can have a significant impact on their social, mental, and emotional health. School staff should support all pupils who have experienced/are experiencing bullying – the nature and level of support will depend on the individual circumstances and the level of need.

All staff should consider the context within which incidents and/or bullying behaviours occur. Schools should consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety and welfare of the perpetrator. The child who has displayed bullying-type behaviours should also be supported.

Witnessing or being a bystander to bullying incidents may also affect a child’s wellbeing, school staff should proactively support those children too in processing their experiences.

Policy requirements:

Section 89 of the Education and Inspections Act 2006 states that *maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils*. Some schools choose to include this information in a separate Anti-Bullying policy, whereas others choose to include the information in their behaviour policy. Nottinghamshire supports the view held by the Anti-Bullying Alliance, that a **separate** Anti-Bullying policy provides greater clarity about a school's Anti-Bullying strategy. A policy template is attached to this document, the areas in red are for you to amend and ensure they reflect your school's current practice.

Support and a quality assurance check are available for all schools and academies in Nottinghamshire with the option of follow-up training as part of a sold service. Please contact Katherine Marshall (NCC's Anti-Bullying Coordinator) for further information: katherine.marshall@nottscc.gov.uk

It is good practice to link your school's Anti-Bullying Policy with the following policies as a minimum:

- Safeguarding and Child Protection Policy
- Behaviour policy
- Child-on-child Abuse policy
- Online Safety Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) Policy

Preventing bullying:

A school's response to bullying should not start at the point at which a child has been bullied, schools should have a variety of strategies in place to promote friendly behaviours and prevent or discourage bullying-type behaviours. *'Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that is the right way to behave'* ([Preventing and tackling bullying \(publishing.service.gov.uk\)](#)).

Schools should:

- Involve parents/carers – ensure that they are aware that the school does not tolerate bullying and that they know what procedures to follow if they believe their child is being bullied or is bullying. Parents/carers should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child (**Please note, even if an incident is not deemed as 'bullying' following an investigation, the pupil(s) and parents/carers may need further support. Please see information about 'relational conflict'**)
- Involve pupils – ensure pupils know how to report bullying and how they can play a part in preventing bullying (including their role as a bystander). Make it easy for pupils to report bullying – they must be assured that they will be listened to, and all reports will be acted on. Pupils should also feel that they can report bullying which may have occurred outside school including cyber-bullying (**Please note, the Education and Inspections Act 2006 states that "Head teachers have the legal power to make sure pupils behave outside of school premises". Head teachers have the power to discipline their students for any bullying incidents outside of school 'to such an extent that is reasonable'. This includes bullying that happens anywhere off the school premises, on the way to or from school, and/or online.**)
- Regularly evaluate and update their Anti-Bullying approach – e.g., take account of technology developments and be mindful of the global rise in cyber-bullying. (**Please note, schools may benefit from taking part in the Anti-Bullying Alliance's new free whole-school programme – [United Against Bullying](#) – this programme supports schools to audit their Anti-Bullying practice and procedures**). It is good practice, as with the development of all policies, to consult with all main school stakeholders, such as – pupils, parents/carers, staff, governors, and the wider community.
- Follow the school's behaviour policy and implement 'disciplinary sanctions' for incidents of bullying
- Openly discuss differences between people which could 'motivate bullying' e.g., religion, ethnicity, disability, gender, sexuality, or appearance-related differences. Also discuss different family situations such as looked after children and children with caring responsibilities.

- Provide effective staff training (**Please note, NCC provide whole-staff Anti-Bullying training as part of a sold service – please contact Katherine Marshall for further information. Additional, [free online e-learning training](#) is available from the Anti-Bullying Alliance**)
- Work with the wider community (such as the police, the Local Authority, or Children’s Services) to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- Create an inclusive environment – schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Celebrate success – this is an important way of creating a positive school ethos

Useful documents and websites

- Keeping Children Safe in Education (KCSiE) 2022: [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- Working Together to Safeguard Children: [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)
- Preventing and Tackling Bullying: [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- Equality Act 2010 guidance: [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)
- Education and Inspections Act 2006: [Education and Inspections Act 2006 \(legislation.gov.uk\)](#)
- Statutory Guidance for [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#)
- Nottinghamshire Safeguarding Partnership (NSCP) Policy, Practice and Guidance [Nottinghamshire Safeguarding Children Partnership](#)
- Nottinghamshire Schools’ Portal – Tackling Emerging Threats to Children (TETC) pages [Information and Resources for Schools | NCC Schools Portal \(nottinghamshire.gov.uk\)](#)
- Anti-Bullying Alliance website for information about bullying, Anti-Bullying week, whole school approaches etc.: [Anti-Bullying Alliance](#)

NCC Policy Template - Anti-Bullying Policy

1st September 2022

Introduction

At All Saints and Selston Infant and Nursery School we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At All Saints and Selston Infant and Nursery school we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2022) and was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings, consultations, surveys)
- Parents/carers (through written consultations, parents evening meetings, focus groups)
- Pupils (through the school council, circle time in class, surveys)
- Governors (through governor meetings and governor training)

This policy is available:

- Online
- In the school prospectus
- From the school office
- Child friendly versions are on display and in welcome packs for new pupils

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher Joanna Redfern has overall responsibility for Anti-Bullying at our school. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator Tracy Gibbs and is responsible for:

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents

- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding (DSL) and their Deputies in our school are Lynette Hardwick, Joanna Redfern Tracy Gibbs, Alison Taylor and Clare Moss. Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with responsibility for Anti-Bullying and Behaviour is David Mills – All Saints and Selston

What is bullying and how does it differ to relational conflict?

At All Saints and Selston Infant and Nursery Schools we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At All Saints and Selston Infant and Nursery School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling

- **Emotional** – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online / Cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- **Indirect** – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

At All Saints and Selston Infant and Nursery School we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns

At All Saints and Selston Infant and Nursery School we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school’s recording system (CPOMs/My Concern etc.) and other relevant members of staff will be alerted. The member of staff will directly alert the school’s Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly. Our school also has a designated Anti-Bullying

email address – if a pupil feels unable to tell a member of staff about their bullying verbally, they could send an email with their concerns, and these will be followed-up/responded to by the school’s Anti-Bullying Coordinator.

Even if the behaviour/incident which has been reported is deemed ‘not bullying’ and is thought to be ‘relational conflict’, school staff will still support the pupils involved and help them to resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child’s class teacher/form leader (in person/via telephone call/via email/via learning platform) to explain their concerns. The class teacher/form leader will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher/form leader will make a formal record of the bullying report on the school’s recording system (CPOMs/My Concern etc.) and other relevant members of staff will be alerted. The member of staff will directly alert the school’s Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed ‘not bullying’ and is thought to be ‘relational conflict’, school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil’s behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil’s welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead/directly to the Head teacher/to the Anti-Bullying Coordinator. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school’s recording system (CPOMs/My Concern etc.) and other relevant staff members will be alerted. The member of staff must directly alert the school’s Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school’s Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school’s recording system (CPOMs/My Concern etc.) and other relevant staff

members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

How our school will respond to reports of bullying

At All Saints and Selston Infant and Nursery School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system CPOMS. These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

(Please amend the bullet points below to ensure they reflect your school's specific responses and use language appropriate to your school community)

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH
- Refer to the Nottinghamshire County Council 'Pathways to Provision' document and complete an EHAF if appropriate

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying

At (insert name of school/setting), we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

(Please amend each of the sections below to ensure they reflect your school's specific preventative strategies)

- Active school council / school parliament with representatives from each year groups
- Anti-Bullying ambassadors / playground friends – peer-mentoring schemes
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Drop down days / themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Positive Play / ELSA support / Lego therapy / counselling for identified students
- Specific initiatives for identified individuals or groups
- Parent information board and area on the school website
- Parent events
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

(Please amend the titles of the policies below to ensure they reflect your specific school policies, please add any other policies which you feel are relevant)

Policy	How it may link
Child-on-child Abuse Policy (Previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Includes details about the rewards and sanctions for pupils
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: September 2022
Date to be review : September 2023