



THORPEDENE PRIMARY SCHOOL & NURSERY

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# ANTI-BULLYING POLICY

Reviewed by	I Hamilton	Date:	September 2025
Next Review		Date:	September 2026

## Anti-Bullying Policy

### Introduction

At Thorpedene Primary, we believe every child has the right to learn and thrive in a safe, respectful, and caring environment. Bullying of any kind is unacceptable in our school and will not be tolerated.

We are committed to promoting our core values of Achieving, Caring, Confidence, and Respect, supported by our FANTASTIC routines and Thorpedene Elite behaviour system, to create a culture where bullying cannot take place.

Although incidents are rare due to strong relationships, clear routines, and close supervision, we remain vigilant. Any reported incident of bullying will be taken seriously, recorded, and addressed immediately.

Bullying is recognised as a safeguarding concern under Keeping Children Safe in Education. When bullying causes significant harm, it will be treated as a child protection matter and referred to the Designated Safeguarding Lead (DSL).

### **Aims and Objectives**

- To create a safe and secure environment where all children and adults feel respected and can achieve without fear of bullying.
- To ensure a consistent whole-school response to any incident of bullying.
- To educate children so that they understand what bullying is and know how to seek help.
- To ensure pupils, staff, parents, and governors are clear that bullying — including prejudice-based and cyberbullying — will not be tolerated.
- To meet our duties under the Equality Act 2010, ensuring all members of the school community are protected from discrimination and bullying linked to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation).

### **What is Bullying?**

#### **Bullying is:**

- “Several Times On Purpose (STOP): the repetitive, intentional hurting of one person or group by another, where there is an imbalance of power.”
- Bullying may be:
  - Emotional: being unfriendly, excluding, spreading rumours, or intimidation.
  - Physical: hitting, kicking, pushing, taking or damaging belongings.
  - Verbal: name-calling, sarcasm, teasing, or discriminatory comments.
  - Sexual: unwanted physical contact or sexual comments.
- Cyberbullying: misuse of digital technologies such as messaging apps, gaming platforms, social media, or image/video sharing.
- Prejudice-based bullying: including racism, sexism, homophobia, biphobia, transphobia, or bullying linked to SEND, disability, appearance, faith, or culture.
- Bullying can be direct or indirect (e.g. encouraging others to exclude or target someone).

## **What Bullying is Not**

- One-off falling out with friends.
- Arguments or occasional name-calling.
- Isolated incidents of unkindness.
- These behaviours are taken seriously and dealt with through our behaviour policy, but they do not constitute bullying unless they are several times on purpose.

## **Bullying Outside School Premises**

The Headteacher has the power under the Education and Inspections Act 2006 to address bullying that occurs outside school (including on transport, in the community, and online). Such incidents will be investigated and followed up with parents and, if necessary, external agencies.

## **Roles and Responsibilities**

### **Governors / Academy Committee**

- Ensure the policy is reviewed annually.
- Monitor bullying data and ensure the school is fulfilling its safeguarding and Equality Act duties.

### **Headteacher & Senior Leadership Team**

- Implement and promote the policy.
- Ensure all staff are trained to recognise and respond to bullying.
- Monitor CPOMs records and report trends to governors.
- Promote a culture of respect through assemblies, PSHE, and school routines.

### **Staff**

- Take all incidents of bullying seriously and act immediately.
- Record incidents on CPOMs and inform parents.
- Provide support for victims and clear guidance/consequences for perpetrators.
- Use restorative approaches where appropriate to repair relationships.
- Model respectful relationships in line with the school's values.

### **Midday Assistants and Support Staff**

- Supervise play positively and actively facilitate friendship and inclusion.
- Log lunchtime incidents and pass them to class teachers.

### **Learning Mentor**

- Support children and families through investigations.
- Record actions taken and provide ongoing mentoring or interventions.

### **Children**

- Be respectful, caring, and responsible for their actions.
- Report bullying if they experience it or witness it ("Start Telling Other People").
- Support their peers by following the FANTASTIC routines and School Council values.

## **Parents and Carers**

- Support the school's anti-bullying policy.
- Contact school immediately if they are concerned about bullying.
- Work in partnership with staff to resolve issues.

## **Procedures**

- Report – Bullying concerns can be raised by children, parents, or staff.
- Record – All incidents are logged on CPOMs and in behaviour folders.
- Investigate – SLT, teachers, and Learning Mentor gather evidence and speak with all parties.

**Action** – Consequences are issued in line with the behaviour policy. Restorative conversations may be used where appropriate.

**Support** – Victims receive reassurance, safe spaces, and ongoing monitoring. Perpetrators receive clear expectations, mentoring, and support to change behaviour.

**Follow-up** – SLT monitor repeat incidents and keep parents informed.

## **Signs of Bullying**

Staff, parents, and peers should remain alert to signs such as: withdrawal, avoidance of school, unexplained injuries, missing possessions, changes in behaviour, or reluctance to use technology. These signs may indicate bullying or other concerns and should be investigated.

## **Prevention**

At Thorpedene, we aim to prevent bullying by:

- Embedding our core values and FANTASTIC routines.
- Using the Thorpedene Elite behaviour system to promote and celebrate positive behaviour.
- Delivering PSHE and RSE lessons that teach respect, diversity, and resilience.
- Marking Anti-Bullying Week annually and reinforcing messages in assemblies.
- Training staff regularly, including midday assistants.
- Providing structured play and activities at break and lunch.
- Promoting safe internet use and online respect through our Online Safety curriculum.
- Encouraging pupil voice through the School Council, surveys, and circle time.

## **Monitoring and Review**

- All bullying incidents are reviewed by SLT.
- Governors receive a termly safeguarding report including bullying data.
- The policy is reviewed annually with input from staff, pupils, and parents.

## **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk) • Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf) 11
- Theeducationpeople.org
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-forchildinternet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-forchildinternet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventingandtackling-bullying](http://www.gov.uk/government/publications/preventingandtackling-bullying)
- Race, religion and nationality
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational) LGBT
- Barnardo's

## LGBT

- Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm) • Metro Charity:  
[www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)  
www.endviolenceagainstwomen.org.uk A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
www.antibullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-genderrelated/preventingand-responding-sexual 12 Theeducationpeople.org
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
www.antibullyingalliance.org.uk/tools-information/allaboutbullying/sexual-and-gender-related Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)