

Tattershall Primary School

Believe, Achieve, Succeed



Anti-Bullying Policy

Start Date: July 2026

Review Date: July 2027

Signed by Chair of Governors:	Date:
<i>Amanda Grant</i>	9 th July 2026



Anti-Bullying Policy

1. Introduction

This policy should be read alongside the school's Behaviour Policy and Safeguarding & Child Protection Policy. It reflects our belief that positive relationships, consistency, kindness and high expectations enable every child to flourish. Bullying is never acceptable. We are committed to creating a culture where children feel safe to report concerns, knowing adults will listen, investigate and act.

2. Our Vision and Ethos

At Tattershall Primary School we believe prevention is more effective than reaction. Children are explicitly taught how to build respectful relationships through our Behaviour Curriculum, PSHE, RSHE, assemblies, online safety education and everyday interactions. Our Behaviour Expectations—We are Kind, We are Respectful and We are Responsible—provide the foundation for all relationships.

We believe that:

- Every child has the right to feel safe, valued and have a sense of belonging.
- Reporting bullying is responsible behaviour, never 'telling tales'.
- Adults respond consistently and proportionately.
- Bullying is addressed through education, support and, where necessary, appropriate sanctions.

3. Aims

We aim to:

- Prevent bullying through a strong relational culture.
- Develop children's understanding of healthy relationships.
- Provide clear reporting routes for pupils, parents and staff.
- Ensure all concerns are investigated and recorded on CPOMS.
- Support both children experiencing bullying and those displaying bullying behaviours.
- Monitor patterns and report anonymised information to Governors.

4. Legal Framework

This policy reflects DfE Preventing and Tackling Bullying, Keeping Children Safe in Education, the Equality Act 2010 and the Education and Inspections Act 2006.

5. Definition of Bullying

We adopt the Anti-Bullying Alliance definition:

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Not all conflict is bullying. Friendship fallouts, isolated incidents and disagreements will still be addressed through the Behaviour Policy and restorative approaches, but repeated patterns may become bullying and must be monitored carefully.

6. Types of Bullying

Bullying can take many forms, including but not limited to:

- Physical
- Verbal
- Relational/social exclusion
- Cyberbullying
- Prejudice-related bullying linked to protected characteristics
- Bullying related to appearance, family circumstances or additional needs

7. Roles and Responsibilities

- Governors monitor effectiveness through anonymised termly reports.
- Headteacher leads implementation, monitoring and staff training.
- Senior Leaders review CPOMS regularly for emerging patterns.
- All staff challenge bullying, investigate concerns and record on CPOMS.
- Parents work in partnership with school.
- Pupils report concerns and support an inclusive culture.

8. Preventing Bullying

At Tattershall Primary School, we believe that the most effective way to tackle bullying is to prevent it from happening in the first place. We are committed to creating a culture where positive relationships flourish, diversity is celebrated and every child feels safe, valued and respected.

Preventing bullying is not achieved through isolated lessons or annual events. It is embedded throughout our Behaviour Curriculum, PSHE curriculum, wider curriculum and the everyday relationships that underpin life at Tattershall Primary School. We believe that children learn best within a culture of kindness, consistency and high expectations, where respectful relationships are explicitly taught, modelled and celebrated.

Our Behaviour Curriculum

Our Behaviour Curriculum sits at the heart of our preventative approach. It clearly teaches children 'This is how we do it here', establishing consistent expectations for how every member of our school community behaves towards one another.

Through our three Behaviour Expectations:

We are Kind.

We are Respectful.

We are Responsible.

children are explicitly taught the behaviours, attitudes and values that enable everyone to feel safe and included.

Rather than assuming children already know how to behave positively, we explicitly teach, model, practise and revisit these behaviours throughout the school year. Staff consistently reinforce these expectations through positive recognition, restorative conversations and everyday interactions, helping children understand both the expectations themselves and the reasons behind them.

Our Behaviour Curriculum, PSHE and RSHE Curriculums and Behaviour Policy teach children how to:

- build positive friendships.
- communicate respectfully.
- listen carefully to others.
- resolve disagreements calmly.
- manage strong emotions appropriately.
- take responsibility for their actions.
- recognise when someone may need support.
- include others in learning and play.
- celebrate differences.
- repair relationships following conflict.

By explicitly teaching these behaviours, children develop the social and emotional skills needed to prevent many friendship difficulties from developing into bullying.

Our PSHE and RSHE Curriculums

Alongside our Behaviour Curriculum, our PSHE and RSHE curriculums, delivered through the Kapow Primary scheme of work, provide a carefully sequenced programme of learning that develops children's understanding of healthy relationships, emotional wellbeing and personal responsibility.

Children progressively develop their knowledge and understanding of:

- respectful and healthy relationships.
- empathy, compassion and kindness.
- recognising emotions in themselves and others.
- self-esteem and resilience.
- diversity, equality and inclusion.
- stereotypes, discrimination and prejudice.
- recognising bullying, including cyberbullying and prejudice-related bullying.
- strategies for resolving conflict peacefully.
- online safety and responsible digital behaviour.
- identifying trusted adults and seeking help when worried.

Children are explicitly taught the crucial difference between friendship difficulties, relational conflict and bullying. They learn that while disagreements and fallouts are a normal part of growing up, bullying involves repeated behaviour, an intention to cause harm and an imbalance of power. This

helps children to recognise bullying accurately, respond appropriately and seek support from trusted adults.

Positive Relationships

Positive relationships are fundamental to our school culture. We recognise that children are far less likely to engage in bullying behaviour when they feel connected, valued and respected within their school community.

All adults have a responsibility to model respectful relationships in every interaction with pupils, colleagues, parents and visitors. Through warm, consistent and trusting relationships, adults help children develop confidence, emotional security and a strong sense of belonging.

Children are encouraged to show empathy, celebrate each other's successes, support one another during challenges and understand that every individual has unique strengths, experiences and perspectives.

Promoting an Inclusive School Community

We are proud of our school community and actively promote equality, inclusion and respect for all. Through our curriculum and wider school life, children learn to value and respect differences including race, ethnicity, religion or belief, disability, family background, culture, appearance and additional needs. We make it clear that prejudice, discrimination, stereotypes and derogatory language have no place within our school and will always be challenged.

Teaching Children to Report Concerns

A key aspect of preventing bullying is ensuring children know how and when to seek help. Children are regularly taught that reporting concerns is an act of courage and responsibility. We reinforce the message that telling a trusted adult about bullying is never "telling tales"; it is helping to keep themselves and others safe.

Children know that they can speak to:

- any trusted member of staff.
- their class teacher.
- a member of the Senior Leadership Team.
- their parents or carers.
- another trusted adult.

Staff ensure children know that every concern will be listened to carefully, taken seriously and acted upon appropriately.

Whole-School Prevention

Our preventative work is reinforced throughout the academic year through:

- our Behaviour Curriculum.
- the Kapow Primary PSHE curriculum.
- Relationships and Sex Education.

- Online Safety education.
- assemblies.
- Anti-Bullying Week.
- pupil leadership opportunities, including Wellbeing Ambassadors and Playground Leaders.
- celebration of diversity and protected characteristics.
- pupil voice activities.
- restorative approaches that teach children how to repair relationships and learn from mistakes.

By embedding anti-bullying education across every aspect of school life, we aim to develop confident, respectful and compassionate young people who actively contribute to a safe, inclusive and caring school community.

9. Reporting Concerns

At Tattershall Primary School, we are committed to creating a culture where every child feels safe, listened to and confident that adults will take their concerns seriously. We recognise that children may be reluctant to report bullying because they fear making the situation worse, damaging friendships or being labelled as "telling tales". We therefore explicitly teach children that reporting bullying is an act of courage, responsibility and kindness that helps to keep everyone safe.

We encourage all members of our school community to report concerns as early as possible. Early reporting enables adults to intervene before behaviours become repeated or more serious and supports us in maintaining a safe and positive learning environment.

How Pupils Can Report Concerns

Children are regularly reminded that they can talk to any trusted adult if they are worried about themselves or someone else. They are encouraged to report concerns regardless of whether they are:

- experiencing bullying themselves.
- worried about a friend.
- concerned about behaviour they have witnessed.
- unsure whether a behaviour is bullying.
- worried about online behaviour occurring in or outside school.

Children can report concerns to:

- their class teacher.
- any member of school staff.
- a member of the Senior Leadership Team.
- the Headteacher or Deputy Headteacher.
- Wellbeing Ambassadors or Playground Leaders, who will immediately share concerns with a member of staff.
- their parents or carers, who can then contact the school.

Children are reassured that they will always be listened to respectfully and that adults will collaborate with them to resolve concerns safely and sensitively.

Reporting by Parents and Carers

Parents and carers are encouraged to contact the school promptly if they believe their child is experiencing bullying or if they have concerns about another child's welfare.

Concerns should initially be shared with the child's class teacher or a member of the Senior Leadership Team. The school is committed to working in partnership with families and values open, honest communication throughout any investigation.

Responsibilities of Staff

Every member of staff has a responsibility to act immediately when concerns about bullying are raised or observed.

Staff will:

- listen carefully and without judgement.
- reassure the child that they have done the right thing by speaking to an adult.
- take all concerns seriously, regardless of how minor they may initially appear.
- avoid making assumptions or reaching immediate conclusions.
- never promise confidentiality, explaining that information may need to be shared with other adults in order to keep children safe.
- ensure the immediate safety and wellbeing of all children involved.
- report concerns promptly to the appropriate senior leader where necessary.
- complete a factual record on CPOMS before the end of the working day.

Where a concern does not initially meet the definition of bullying, it will still be addressed appropriately through the school's Behaviour Policy. Staff will remain vigilant and continue to monitor the situation, recognising that repeated low-level incidents may indicate an emerging pattern of bullying.

Recording on CPOMS

All concerns relating to actual or suspected bullying must be recorded on CPOMS before the end of the working day.

Records should include:

- the date, time and location of the incident.
- the names of all pupils involved.
- witnesses, where appropriate.
- a clear factual account of what was reported or observed.
- any immediate actions taken.
- communication with parents or carers.
- planned follow-up actions and review dates.

Where further information becomes available, staff must update the existing CPOMS chronology rather than creating isolated records. This enables senior leaders to identify repeated incidents, emerging patterns or behaviours involving an imbalance of power.

Monitoring Emerging Patterns

The school recognises that bullying often develops over time rather than through a single incident. Senior leaders will therefore regularly review CPOMS records to identify:

- repeated concerns involving the same pupils.
- recurring friendship issues.
- repeated unkind behaviour.
- concerns linked to protected characteristics.
- behaviours occurring in particular locations or at particular times.
- patterns across classes or year groups.

This proactive monitoring enables the school to intervene early and provide appropriate support before behaviours become established.

Confidentiality

Concerns will be managed sensitively, and information will only be shared with those who need to know in order to safeguard children and investigate the concern appropriately. Whilst confidentiality will be respected wherever possible, staff will never promise to keep information secret if doing so could place a child at risk.

Encouraging a Culture of Speaking Out

We believe that every member of our school community has a responsibility to help keep others safe. Children are regularly reminded that:

- everyone has the right to feel safe and respected.
- bullying is never acceptable.
- asking for help is a strength, not a weakness.
- reporting concerns protects both themselves and others.
- adults will always listen, support and take appropriate action.

By promoting open communication, trusting relationships and a consistent response from adults, we aim to ensure that every child feels confident to speak out whenever they are worried about bullying.

10. Investigation Procedure

All reports or allegations of bullying will be investigated promptly, fairly and sensitively. Investigations should establish the facts, determine whether the behaviour meets the school's definition of bullying and identify the most appropriate support and response.

Wherever possible, investigations should be completed within **five school days**, although more complex cases may require additional time.

Stage	Action	Responsibility
Receive the Concern	Listen carefully to the child or adult raising the concern. Reassure them that they have done the right thing by reporting it. Do not promise confidentiality. Ensure the immediate safety and wellbeing of all children involved.	Any member of staff
Record the Concern	Record the concern on CPOMS before the end of the working day using factual language only. Notify the Headteacher or Deputy Headteacher if there is a concern that bullying may have occurred.	Receiving member of staff
Gather Information	Speak separately with the child reporting the concern, the child or children alleged to have displayed bullying behaviour and any witnesses. Allow each child to explain events in their own words without interruption or leading questions. Review previous CPOMS records to identify repeated incidents or emerging patterns.	Class Teacher and/or Senior Leader
Consider the Evidence	Consider whether the behaviour meets the school's definition of bullying by asking: • Was the behaviour intentional? • Has it happened repeatedly? • Is there an imbalance of power? • What has been the impact on the child? • Are there any safeguarding concerns or protected characteristics involved?	Senior Leader
Decide the Outcome	Determine whether the concern is: • Bullying • Friendship difficulties or relational conflict • A one-off behaviour incident • A safeguarding concern requiring further action.	Senior Leader
Inform Parents	Inform the parents or carers of all children directly involved. Explain the findings of the investigation, the actions that will be taken and how the school will continue to support their child.	Class Teacher or Senior Leader
Implement the Response	Provide appropriate support and consequences in line with the Behaviour Policy. Where bullying has been confirmed, restorative practice may be used to repair relationships where appropriate, but it will not be the sole response. Support plans, increased supervision or behaviour monitoring may also be implemented where required.	Senior Leader and Class Teacher
Monitor and Review	Continue to monitor the situation through regular check-ins with the children involved. Review the effectiveness of actions after approximately one week and again after four weeks. Record all follow-up actions on CPOMS. If concerns continue, further intervention will be implemented.	Class Teacher and Senior Leader

Key Principles

Throughout every investigation, staff will:

- remain impartial and avoid making assumptions before all information has been gathered.
- listen to every child respectfully and give them time to explain events in their own words.
- consider the emotional wellbeing and safety of everyone involved.
- distinguish carefully between bullying, relational conflict and isolated incidents.
- recognise that repeated low-level incidents may indicate an emerging pattern of bullying.
- consider whether the behaviour is linked to a protected characteristic or another vulnerability.
- ensure all records are factual, objective and recorded on CPOMS.

Safeguarding Considerations

Where an investigation identifies concerns that indicate a child may be at risk of harm, the matter will immediately be referred to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's Safeguarding and Child Protection Policy. Safeguarding procedures will always take precedence over behaviour procedures where appropriate.

Learning from Investigations

Following each confirmed bullying incident, senior leaders will consider whether any wider actions are required, including:

- adapting supervision arrangements.
- additional work through the Behaviour Curriculum or Kapow PSHE curriculum.
- whole-class or group teaching.
- pastoral interventions.
- staff training.
- communication with parents.
- updates to risk assessments or behaviour support plans.

This reflective approach helps ensure that each investigation not only resolves the immediate concern but also strengthens the school's preventative work and contributes to a safe, respectful and inclusive school community.

11. Recording on CPOMS

Every allegation, concern and confirmed incident must be recorded factually. Records should include the people involved, location, chronology, witness accounts, parent communication, support, restorative work, sanctions and review dates. Linked incidents should be connected through the chronology to identify repeated patterns. Senior leaders will analyse CPOMS half-termly to identify trends by year group, location, protected characteristic and repeat individuals.

12. Responding to Bullying

Restorative practice forms part of the response but is not the only response. Appropriate consequences will be applied in line with the Behaviour Policy where bullying is confirmed.

- Immediate support for the child experiencing bullying.
- Clear expectations for behavioural change.

- Pastoral support.
- Risk assessments where necessary.
- External agency involvement where appropriate.

13. Supporting Children

Children experiencing bullying will receive regular check-ins, trusted adult support, opportunities to rebuild confidence and ongoing monitoring. Children displaying bullying behaviour will receive education, restorative opportunities, behaviour support and appropriate consequences to prevent recurrence.

14. Working with Parents

Parents will be informed promptly and kept updated throughout investigations. The school values partnership and will agree review arrangements with families.

15. Monitoring and Governor Oversight

The Headteacher will provide anonymised termly reports covering number and type of incidents, protected characteristics, outcomes, repeat incidents, curriculum developments, CPOMS trend analysis and evaluation of preventative work. Governors will scrutinise this information to ensure the policy remains effective.