	With God we grow to live life in all its fullness	
Anti-Bullying Policy	**Issued**: October 2026	**Issued by**: T Howarth - Headteacher
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Feckenham CE Primary School

ANTI-BULLYING POLICY

Date Policy Reviewed:	October 2026	
Date Approved By Governing Body:	October 2026	
Signed Headteacher:		Tanya Howarth
Signed Chair of Governors:		Julie Grieve
Review Date:	October 2027	

'Let each of you look not only to his own interests, but also to the interests of others'

Philippians 2:4

Safeguarding

"All staff have a responsibility to provide a safe environment in which children can learn." Keeping children safe in education 2026 .

Children's behaviours can be an indicator of safeguarding concerns; therefore, this policy is part of our safeguarding awareness. Bullying may be a form of child-on-child abuse and will be considered within the school's safeguarding procedures where appropriate.

Our Aim

All children at Feckenham CE Primary School feel safe and free from the intimidation of others so they can develop socially, spiritually and academically to their full potential and live life in all its fullness.

Policy

This policy is strictly enforced and the steps taken to deal with any alleged incidents are set out for all staff. These steps will involve the class teacher and Headteacher at different levels of the process. In addition, parental involvement will be sought if a problem is not resolved by the initial school procedures.

Children are encouraged to "**tell**" if any sign of bullying (persistent and deliberately hurtful behaviour by another party) appears. Parents are asked to contact the school if they have any concerns, which will be taken seriously and action, in proportion to the problem, will result.

Parents will be involved at an early stage in potentially serious or protracted incidents and the Headteacher has the right of exclusion although this should be rare and subject to safeguards in its application.

Bullying in school will not be tolerated. This Policy sets out Guidelines for Staff and Parents at Feckenham CE Primary School.

Role of Governors

Governors are responsible for ensuring the Anti-Bullying Policy is reviewed annually and made available on our school website.

Behaviour is reported on in the Headteacher's report to Governors. Governors should ask relevant questions and seek clarification from the Headteacher and/or Designated Safeguarding Lead that support their role in safeguarding pupils.

Role of Headteacher and the Leadership Team

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are given the school's anti-bullying policy and know how to deal with incidents of bullying and how to report them.

Role of School Staff

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.

All staff have access to CPOMS where any forms of bullying are reported as soon as possible.

If staff witness an act of bullying, they do all they can to support the child experiencing bullying and then follow the sanctions and actions set out in this policy.

Role of Pupils

Pupils should respect the right of other pupils to feel safe and happy in school free from bullying in any form and this includes cyber-bullying and online bullying outside of school hours.

Pupils can look out for one another and inform a staff member if they have witnessed or have a suspicion that someone is being bullied in or outside of school.

Role of Parents and Carers

Supporting the school in reporting bullying in all its forms is essential if we are to ensure that all children are protected from physical or mental harm.

Therefore, parents and carers should let the school know as soon as possible if their child or another child is being bullied in or outside of school (including cyber-bullying).

Parents and carers should also support the school by supporting its approach to reducing the possibilities of bullying and the school response and sanctions.

Definition of Bullying

Bullying is misbehaviour that goes beyond everyday disputes between children who usually choose to play together.

Bullying is repeated intimidation of a person that is intentionally carried out by another person or group in order to cause physical and/or emotional hurt.

Types of bullying include physical, verbal, emotional and online bullying.

It is persistent, deliberate, involves an imbalance of power, causes distress and is often secretive. It may include threats, shunning, teasing, name calling, interfering with property, racially or sexually offensive remarks or behaviour, incitement to others, ridicule, vandalism and intimidation.

Bullying can take place face to face or online through social media, messaging platforms, gaming platforms, shared images, AI-generated content and other digital technologies.

Bullying can be motivated by prejudice or discrimination. This may include bullying related to race, religion or belief, disability, sex, family circumstances, special educational needs, appearance, sexual orientation, gender reassignment or any perceived difference.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults.

There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Changes in attendance, persistent reluctance to attend school, increased anxiety, emotional dysregulation or a sudden decline in wellbeing may also indicate a child is experiencing bullying or another safeguarding concern.

It is possible for a pupil to be unaware that they are being bullied and therefore we ask all children and adults to be vigilant for bullying behaviours.

Prevention

Prevention is the key to ensuring that any incidents that do occur can be more easily recognised and dealt with.

The following strategies will form an integral part of school systems:

1. Weekly revisiting of our school Values and how these create an inclusive and safe school.

2. Assembly themes linked to how we should treat one another.
3. Regular reminders to all staff to be vigilant and investigate any situation that may lead to bullying.
4. Flexible use of play areas to avoid overcrowding and enable easier sight of pupil interactions.
5. Regular discussions with class teachers and pupils about feeling safe.
6. Encouragement to play constructively by the provision of playground resources such as games markings, sponge balls, play equipment and quiet areas.
7. A level of supervision that enables action to be taken immediately.
8. A reporting structure that ensures incidents are dealt with e.g. lunchtime supervisor to class teacher to the Headteacher.
9. Opportunities for children to discuss concerns in a supportive environment e.g. Relationships Education lessons including a specific bullying and cyber-bullying module and sessions on being assertive in uncomfortable situations.
10. Encouraging all children to report behaviour which they consider to be bullying or cyber-bullying and specifically involving a possible victim's friend in "telling".
11. Pupils being aware of the school rules being consistently applied e.g. children involved in rough play having to miss the immediate or next playtime.
12. Parents are involved on an everyday basis with liaison between home and school encouraged by access to teaching staff at the beginning and end of each day with formal appointments available each term or whenever required.
13. Anti-bullying to be a high-profile message with a dedicated Anti-Bullying Week.
14. Involvement of outside agencies e.g. Family Support where school responses are proving ineffective.
15. Monitoring of potential victims and children displaying bullying behaviours by a member of staff, probably the class teacher. This would link with our Equality Policy e.g. race, gender and disability.
16. Opportunities to boost self-esteem of pupils by drawing attention to successes following challenge.

Dealing with individual incidents

1. If staff can resolve the situation under the usual rules because it is a one-off incident, they should do so.
2. If staff suspect it may be bullying, they should involve the next level of supervision, lunchtime supervisors, class teacher and Headteacher, to decide who is best to deal with it. The Headteacher should also be informed as a central record is held through our online recording system, CPOMS.
3. If a child reports an incident, it should be taken seriously and immediately investigated.
4. If a parent or carer reports an incident it should be taken seriously, investigated and the outcome reported back to the parent or carer.
5. All staff have access to CPOMS and should record any incidents for action and to keep a log should anything occur in the future.
6. If investigation determines that the incident was a one-off act of unkind, aggressive or hurtful behaviour rather than bullying, the child responsible should be supported to understand the impact of their actions and appropriate sanctions applied in line with the Behaviour and Relationships Policy.
7. If the child experiencing the behaviour agrees, and it is appropriate, they should tell the other

child face to face, with the support and presence of a friend and member of staff, that the behaviour was hurtful and they do not want it to happen again.

8. The child responsible should apologise and undertake to change this aspect of their behaviour.
9. Where bullying behaviour continues despite support and intervention, parents/carers will be informed, and further action will be taken in line with the Behaviour and Relationships Policy.
10. In a protracted or serious case parents will be informed so that the message can be reinforced at home. Facts should be carefully established so that all actions taken are fair and proportionate.
11. The child displaying bullying behaviour should lose the right to relevant privileges e.g. not allowed a full playtime for a fixed period. If another incident occurs this period will be extended.
12. In the most serious or persistent cases, the Headteacher may consider suspension or, in exceptional circumstances, permanent exclusion. Such decisions will be made in line with statutory guidance and the school's safeguarding responsibilities.
13. Any pupils involved in resolving the incident should be commended for their actions.
14. The children concerned should be closely monitored after an incident (usually by their class teacher or teaching assistant) until the situation has been resolved.

Forgiveness

'Bear with each other and forgive one another if any of you have a grievance against someone. Forgive as the Lord forgave you.'

Colossians 3:13

It is worth concluding with the importance of resolution and forgiveness.

Forgiveness is a Christian value that is at the heart of any Behaviour and Relationships Policy. Through our Vision and Values children will begin to understand what is involved in offering forgiveness to others, being able to accept forgiveness from others and to forgive themselves.

The above policy makes specific reference to one aspect of unacceptable behaviour. It should be read in conjunction with the school Behaviour and Relationships Policy, Online Safety Policy and Safeguarding Policy, so individuals have a clear picture of how positive behaviour is promoted and how negative behaviour is managed at Feckenham CE Primary School.