

Barham Church of England Primary School



Anti-bullying Policy

Reviewed	April 2026
Date of next review	April 2027

Our Vision Statement

Barham is a vibrant, inclusive and high-achieving primary school with a family feel at the heart of the local and church community. We are committed to supporting each child to be confident, kind and curious. Our curriculum is broad, engaging and supports everyone to flourish as God intends.

Barham Church of England Anti-Bullying Policy

At Barham Church of England Primary School, we are committed to creating a safe, secure and supportive environment where every child and adult feels valued, respected and able to flourish. Guided by our vision of supporting everyone to be *kind, confident and curious*, we promote positive relationships, celebrate diversity and encourage all members of our community to treat one another with care and understanding.

We recognise that, at times, bullying behaviour can occur. Bullying in any form is unacceptable and will always be taken seriously. We are committed to preventing bullying through education, early intervention and a clear, consistent approach to behaviour.

Our aim is to ensure that all pupils feel safe and confident to speak out, knowing that they will be listened to and supported. We work closely with pupils, staff, parents and carers to address concerns promptly and effectively, ensuring that any incidents are managed with sensitivity and a strong focus on restoring relationships and promoting positive outcomes.

This policy is based on the DfE non-statutory guidance [Preventing and Tackling Bullying \(July 2017\)](#) and related online-safety resources. It should be read alongside statutory safeguarding guidance Keeping Children Safe in Education (DfE — KCSIE 2025) and the DfE guidance on Sexual Violence and Sexual Harassment between Children (2021). The school follows local authority advice on filtering and monitoring. If there is any conflict between this policy and statutory guidance, the statutory guidance takes precedence.

1) Purpose and statutory context

This policy outlines what Barham Church of England Primary School will do to prevent and tackle bullying. It is based on the DfE non-statutory guidance Preventing and Tackling Bullying (July 2017) and related online-safety resources. It should be read alongside statutory safeguarding guidance Keeping Children Safe in Education (DfE — KCSIE 2025) and the DfE guidance on Sexual Violence and Sexual Harassment between Children (2021). The school follows local authority advice on filtering and monitoring and uses Childnet resources for cyberbullying. If there is any conflict between this policy and statutory guidance, the statutory guidance takes precedence.

2) Definition of bullying

Bullying is “behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally.” (DfE Preventing and Tackling Bullying, November 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding children from groups; spreading hurtful and untruthful rumours. It also includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as sending inappropriate messages by phone, text, instant messenger, social media sites and apps, or sending offensive or degrading images.

3) Forms of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- bullying related to race, religion or culture;
- bullying related to SEND (Special Educational Needs or Disability);
- bullying related to appearance or physical/mental health conditions;
- bullying related to sexual orientation (homophobic bullying);
- bullying of young carers, children in care or otherwise related to home circumstances;
- sexist, sexual and transphobic bullying;
- bullying via technology – online bullying.

4) Preventing, identifying and responding to bullying

The school community will:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all;
- work with staff and outside agencies to identify all forms of prejudice-driven bullying;
- actively provide systematic opportunities to develop children's social and emotional skills, including resilience;
- provide a range of approaches for children, staff and parents/carers to access support and report concerns;
- challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- consider opportunities for addressing bullying across the curriculum using displays, assemblies, peer support and the school council;
- regularly update and evaluate approaches to take into account developments in technology and provide up-to-date advice and education to the whole community about positive online behaviour;
- train all staff to identify all forms of bullying and to follow school policy and procedures, including secure recording and reporting;
- proactively gather and record concerns and intelligence about bullying incidents so as to develop effective prevention strategies;
- use a variety of techniques to resolve issues between children who bully and those who have been bullied (restorative approaches, behaviour support);
- work with other agencies and the wider community to prevent and tackle concerns;
- celebrate success and achievements to promote a positive school ethos;
- encourage responsible use of social media.

Designated Safeguarding Lead (DSL) and online-safety responsibilities

The Designated Safeguarding Lead (DSL) has overall day-to-day responsibility for

managing reports of bullying that raise safeguarding concerns and for deciding when a matter should be treated as a safeguarding referral. The DSL will:

- lead the school response to incidents involving safeguarding concerns or online harm;
- liaise promptly with the senior leader responsible for IT about filtering/monitoring concerns and any evidence arising from school systems;
- ensure incidents that meet safeguarding thresholds are recorded on the school's secure system (for example CPOMS) and referred to external agencies as required by KCSIE 2025 and local procedures.

5) Involvement of children

We will:

- regularly canvas children's views on the extent and nature of bullying;
- ensure all children know how to express worries and anxieties about bullying and how to seek help;
- ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying behaviour;
- involve children in anti-bullying campaigns and embed anti-bullying messages across the curriculum;
- publicise details of helplines and websites;
- offer support to children who have been bullied and to those who have engaged in bullying to address underlying problems.

6) Liaison with parents and carers

We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats;
- ensure all parents/carers know who to contact if they are worried about bullying;
- ensure parents/carers know about our complaints procedure and how to use it appropriately;
- ensure parents/carers know where to access independent advice about bullying;
- work with parents/carers and the local community to address issues beyond the school gates that give rise to bullying;
- encourage parents/carers to role model positive behaviour for children, both on and offline.

7) Reporting incidents of bullying: advice for parents/carers and process

1. Parents/carers should report concerns to the child's class teacher in the first instance.
2. The class teacher will make an initial record and will inform a member of the senior leadership team (SLT) and the DSL where the concern may raise safeguarding, persistent or serious behavioural issues. The school aims to make an initial response to the reporting parent within 24 school hours.
3. The investigating member of staff will log the incident on the school's secure incident/safeguarding record (for example CPOMS) within 48 hours and will

complete an investigation (witness statements, actions, outcomes) within five school days where practicable. Where the matter is judged to be a safeguarding concern, the DSL will follow external referral timescales set out in KCSIE 2025 and local authority guidance.

4. The headteacher (or delegated senior leader) will speak separately with the parents/carers of the child harmed and the child alleged to have caused harm. The school will not ordinarily share confidential details about another child's records but will explain the actions taken to keep the reporting child safe.

8) Sanctions and reasonable adjustments

Barham Church of England Primary School will apply sanctions to children who have been bullying others to make clear that such behaviour is unacceptable. Sanctions will be applied fairly, consistently and reasonably, taking account of any additional needs and statutory duties under the Equality Act.

Where a child has SEND or known vulnerabilities, the SENDCo will be involved in decisions about the response and reasonable adjustments. The school will seek to use adapted behaviour support, restorative approaches and other reasonable adjustments before formal exclusion whenever appropriate.

Possible sanctions (on a case-by-case basis) can include one or more of the following:

- restorative justice;
- missed playtimes / reflection time;
- time out from the classroom;
- pastoral support plan;
- fixed-term suspension (in line with DfE guidance);
- permanent exclusion (in line with DfE guidance).

Any decision to suspend or permanently exclude will follow the DfE suspensions and permanent exclusions guidance and will be recorded with reasons and evidence. Parents/carers will be informed by telephone or face-to-face meeting and given information about next steps and any available support.

9) Follow up

Attempts will be made to support both the child harmed and the child who has displayed bullying behaviour. Either the headteacher or a member of SLT will be in regular contact with both the child who has been harmed and their parents/carers to ensure the bullying has stopped and that appropriate support is in place.

10) Links with other school policies and practises

This policy links with and should be read alongside:

- Child protection and safeguarding policy (2025)
- Behaviour and discipline policy (2025)
- Online safety / E-safety policy and Acceptable Use Policies (AUP)
- Mobile technology policy (2024)
- Exclusions and suspensions policy (DfE guidance August 2024)

- SEND policy and Accessibility Plan (2026)
- Complaints policy (2026)
- Supporting pupils with medical conditions policy (2026)

11) Links to legislation and statutory guidance

Relevant legislation and guidance includes (but is not limited to):

- Education and Inspections Act 2006/2011;
- Equality Act 2010;
- Children Act 1989;
- Protection from Harassment Act 1997;
- Malicious Communications Act 1988;
- Public Order Act 1986;
- Computer Misuse Act 1990;
- Keeping Children Safe in Education (DfE — KCSIE 2025) (statutory);
- DfE guidance on Sexual Violence and Sexual Harassment between Children (2021);
- DfE suspensions and permanent exclusions guidance.

12) Responsibilities

It is the responsibility of:

- the Governing Body to take a lead role in monitoring and reviewing this policy and to ensure it is applied consistently across the school;
- governors, the headteacher, senior managers, teaching and non-teaching staff to be aware of and implement the policy;
- the headteacher to communicate the policy to the school community and to ensure disciplinary measures are applied fairly and consistently;
- staff to support and uphold the policy;
- parents/carers to support their children and work in partnership with the school;
- children to abide by the policy.

Named governor with lead responsibility for anti-bullying and safeguarding: Tim Hothrow.

Named staff lead for anti-bullying: Jo Duhig (Headteacher).

The Governing Body remains accountable for this policy and will review anti-bullying provision at least annually (or sooner if statutory guidance changes).

13) Monitoring, review and publication

This policy was approved originally by the Governing Body on 25 November 2022.

Reviewed: April 2026 (version 2).

Next review: April 2027 (annual) — earlier if there is a change to statutory guidance (for example a new edition of KCSIE).

The policy will be published on the school website and a copy will be available to all staff, parents/carers and governors.

Our school community

We discuss, monitor and review our anti-bullying policy and practice regularly. We support all staff to promote positive relationships and intervene promptly to identify

and tackle bullying behaviour. Children are made aware that all bullying concerns will be handled sensitively and effectively so they feel safe to learn. We seek to learn from good practice elsewhere and to use support from the local authority and other relevant organisations where appropriate.