



Blackmore Primary School Anti-Bullying Policy

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Introduction

At Blackmore Primary 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 Blackmore Primary 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.

This policy relates directly to our behaviour and exclusions policy, safeguarding policy and online safety policy.

At Blackmore Primary School, we expect everyone to work together to achieve high standards of learning and behaviour, in a safe, secure, happy and stimulating environment in which both children and adults are valued and respected. We believe that in order to prepare pupils for the responsibilities and experience of adult life, we must encourage the children to take an active part in the care of their environment and to learn to take responsibility for their actions.

1. Roles and Responsibilities For Preventing and Resolving Bullying

In this school, we aim:

- To create an atmosphere where children, parents and staff feel happy, safe and confident;
- For children, parents and employees to feel able to approach members of staff, if they have concerns about bullying involving themselves or others;

- To prevent bullying, detect it when it occurs, and respond to it appropriately on a case-by-case basis;
- To take all concerns about bullying very seriously and investigate the reported incident(s); For children to take responsibility for their own actions;
- To actively promote and safeguard the welfare of all.
- To ensure a consistent school response to any bullying incidents that may occur.

The Role of Governors:

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. Any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Role of Staff:

All staff at our school are aware that bullying of all forms is unacceptable. All staff understand the school’s Anti-Bullying strategy and approach. They know the important role that they each have in preventing and tackling bullying.

The Role of the Headteacher

It is the responsibility of the Headteacher and Designated Safeguarding Lead to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher sets the school climate of mutual support and praise for success, making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to occur.

2. What is bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying is considered to be, “unacceptable behaviour which occurs **‘lots of times, on purpose’**.”

Bullying can be short term or continuous over long periods of time.

Bullying can be:

- Physical
- Verbal
- Emotional
- Written

Bullying behaviour may include, but is not limited to:

Types of Bullying	Definitions
Emotional	Being unfriendly, excluding, tormenting, intimidation
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including, but not limited to: <ul style="list-style-type: none"> - Racial - Faith-based - Gendered (sexist) - Homophobic 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

- Disability-based	
Sexual/Harmful Sexual Behaviour	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber Bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Racist Incidents:

Racist incidents are reported to the DSL immediately. The DSL then reports it to the Local Authority and parents are informed. The police are informed if the incident is deemed as a criminal offence or pose a serious threat to a member of the public (this applies whether it happened on or off the school premises). Racist incidents are also reported to the governing body.

3. Relational Conflicts

We 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).

4. Prevention of Bullying

We encourage a positive approach to the prevention on bullying through a variety of activities, assembly themes, our focus on Core Values, PSHE, RSE, Online Safety focuses and RE. We promote inclusion and understanding for all in a variety of different ways. We also pride ourselves on our curriculum being designed with our Curriculum Drivers in mind, such as Broadening Horizons and Exploring Diversity. We celebrate difference and provide positive praise for expected behaviours. Teachers support all children in their class to establish a climate of trust and respect for all. As a school, we use national events like Anti-

Bullying Week and NSPCC workshops to raise the profile of what bullying is and how to deal with it, as well as ensuring it is addressed in weekly assemblies and PSHE lessons where appropriate.

Teachers ensure that all children know that bullying is wrong and that is unacceptable. Teachers model expected behaviour. Teachers may draw attention to this fact in a variety of ways, such as during lessons or if any behaviour occurs that may need to be highlighted.

A playground book is available for staff for any incidents they feel should be noted. Messages received from parents/carers and teachers are displayed in this book, which ensures a watchful eye is kept at break times. These are also shared during staff meetings where necessary to ensure all staff are aware of monitoring requirements. There is always an SLT presence on the playground at break and lunch times. Members of staff on duty report any incidents of concern directly to the class teacher or SLT, where necessary. These may also be added to CPOMS for monitoring, if required.

Children in our school are encouraged to talk to staff when they are unhappy or have concerns. Pupils understand they have a right to feel and be safe and a responsibility to support others to feel and be safe.

We provide opportunities for children to:

- Understand their feelings, good and bad, through our Jigsaw scheme, class discussions, Zones of Regulation focuses and mindfulness
- Explore different themes in assemblies- Led by staff and children and often adapted depending on current trends
- Experience empathy and an understanding of others
- Use PSHE and circle time to build positive behaviour, promote self-esteem and provide children with lessons relevant to their experiences.
- Share worries non-verbally, through worry boxes or other in-class methods
- Learn appropriate responses- encouraging children to speak up and say when they do not like something, ensuring all children understand boundaries

5. Dealing with Accusations of Bullying

Incident of bullying must be reported to a class teacher or the headteacher immediately. All claims of bullying and cyber-bullying are taken seriously and investigated promptly.

When faced with an allegation of bullying, we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and 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.

Role of Children:

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff that they trust- 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) 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. Many classes have worry boxes or individual processes where the pupil can put their name/a brief note about their concerns/draw a picture of their concern.

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.

Role of Parents:

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or the Headteacher immediately. Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

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 (in person/via telephone call/via email) to explain their concerns. The class teacher 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 will make a formal record of the report on the school's recording system (CPOMs) 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 (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

Role of 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 directly to the DDSL. 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) 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.

Role of 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) 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.

Summary of Procedures to follow if an incident of suspected bullying or cyber-bullying is reported.

- a) Gather as much information from the parent, child or whoever has reported the bullying
- b) The member of staff should speak to the child / children involved. This may be on an individual or group basis.
- c) Report any suspected or alleged bullying on CPOMs at your earliest convenience to ensure any future patterns of behaviour can be monitored.
- d) The member of staff should then act accordingly, whether it be following the behaviour policy, ensuring any further supervision or action is required.
- e) Follow-up the bullying report by meeting with the parent of the victim, as well as reporting the behaviour to any other parents of children involved.
- f) Monitor the effectiveness of actions taken and reassess if required.

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.

Monitoring and Review

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