



ALLIANCE • AMBITION • ACHIEVEMENT

Draft Anti-Bullying Policy

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Legal and statutory context

This policy is informed by the Education and Inspections Act 2006, Equality Act 2010, Education Act 2002, current Department for Education guidance on preventing and tackling bullying, and Keeping Children Safe in Education 2026. Where behaviour raises

a safeguarding concern, safeguarding procedures take precedence. New Silksworth Academy will also consider whether conduct may constitute a criminal offence or require referral to external agencies.

1. Statement of Intent

At New Silksworth Academy, we believe that every child has the right to attend school free from fear, intimidation, discrimination and bullying. Every pupil deserves to feel safe, valued, respected and included within a calm, ambitious and nurturing school community where positive relationships enable every child to flourish.

Bullying is never acceptable. We are committed to creating a culture where kindness, respect, responsibility and inclusion are explicitly taught, consistently modelled and celebrated every day.

We recognise that bullying can damage children's emotional wellbeing, confidence, relationships and ability to learn. Left unchallenged, it can have significant long-term effects on mental health, attendance, achievement and belonging.

Our approach is based on the belief that positive behaviour is learned and respectful relationships must be deliberately taught. Prevention is therefore about creating a culture in which bullying is less likely because:

- relationships are positive;
- adults are trusted;
- expectations are clear;
- diversity is celebrated;
- children know how to treat one another;
- pupils feel confident to report concerns.

When bullying does occur, every concern will be:

- taken seriously;
- investigated promptly;
- responded to fairly and consistently;
- recorded appropriately;
- followed up until leaders are confident that the bullying has stopped.

Our response balances high expectations with compassion. Pupils will be held accountable for bullying behaviour, while recognising that a child displaying such behaviour may also need support for unmet needs, social difficulties or emotional challenges. Understanding behaviour does not excuse harm.

This policy reflects New Silksworth Academy's wider commitment to safeguarding, positive mental health, respectful relationships, equality, diversity and inclusion, and preparing pupils to become kind and responsible citizens.

2. Our Relational Anti-Bullying Framework

Positive relationships are the strongest protection against bullying. Our response follows four connected stages.

Relate

Positive relationships create psychological safety. Every interaction can strengthen trust.

- build strong relationships with every pupil;
- create classrooms where children feel valued;
- notice pupils who may be isolated;
- encourage belonging;
- connect before correcting;
- ensure every child knows a trusted adult will listen.

Regulate

Children cannot always reflect effectively while frightened, distressed or overwhelmed. Adults establish safety and regulation first.

- remain calm;
- provide reassurance;
- separate pupils where appropriate;
- ensure immediate safety;
- use co-regulation strategies;
- allow appropriate thinking time;
- reduce unnecessary confrontation.

Reflect

Once calm, pupils are supported to understand events and impact.

- understand the impact of bullying;
- recognise how others may feel;
- take responsibility;
- identify healthier choices;
- develop empathy;
- learn from mistakes.

Repair

Where appropriate, pupils are helped to rebuild trust through meaningful action. Repair is not forced reconciliation.

- offer a genuine apology where appropriate;
- repair damaged relationships or property;
- restore missed learning;
- agree future behaviour targets;
- take constructive action to put matters right.

Supporting regulation does not reduce accountability. Each case should end with high expectations, appropriate follow-up and the possibility of a genuine fresh start.

3. Definitions

Bullying is behaviour by an individual or group, usually repeated over time or likely to be repeated, that intentionally hurts another individual or group physically or emotionally and involves a real or perceived imbalance of power. The imbalance may relate to physical strength, popularity, group size, age, SEND, access to information, social status or another factor.

Not every disagreement, unkind act or friendship difficulty is bullying. All concerns will nevertheless be taken seriously and investigated proportionately.

Conflict	Bullying
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Usually pupils of broadly similar power	A real or perceived imbalance of power
Often one-off or occasional	Repeated, persistent or likely to be repeated
Both pupils may contribute	One pupil or group targets another
Both pupils may be upset	A pupil is intentionally harmed
May be resolved through supported problem solving or mediation	Requires structured school intervention and monitoring

Types of bullying

Verbal: name-calling, threats, insults or persistent teasing.

Physical: hitting, kicking, pushing, damaging or taking belongings.

Emotional or relational: deliberate exclusion, humiliation, spreading rumours or manipulating relationships.

Cyberbullying: bullying through digital devices, platforms, gaming, messaging or social media.

Discriminatory or prejudice-related bullying: behaviour connected to a protected characteristic or prejudice.

New Silksworth Academy will monitor prejudice-related bullying, including behaviour relating to race, religion or belief, disability or SEND, sex, sexual orientation and gender reassignment. We will also respond to bullying relating to other vulnerabilities or circumstances, including care experience, young-carer status, family circumstances, appearance or socioeconomic background. Not all of these are protected characteristics under the Equality Act 2010, but all pupils are entitled to safety and respect.

4. Our Anti-Bullying Culture

Culture prevents bullying. Every adult is expected to model kindness, respect and inclusion, challenge harmful language, notice isolation, listen carefully and never dismiss a concern as simply “falling out”.

Every adult is expected to:

greet pupils positively and model respectful relationships;
 challenge discriminatory and prejudicial language promptly;
 notice isolated or vulnerable pupils and encourage inclusion;
 build trust and listen to concerns;
 respond calmly, fairly and consistently;
 celebrate kindness and responsible action.

Pupils are expected to:

be kind and respectful;
 include others and celebrate difference;
 report worries to an adult;
 support others safely;
 refuse to join in bullying;
 seek help rather than retaliate.

Upstander culture

Pupils are explicitly taught the difference between being a bystander and an upstander. They learn safe ways to support others and that reporting a concern to an adult is responsible safeguarding behaviour, not “telling tales”.

Inclusion

Everyone belongs at New Silksworth Academy. Stereotypes, discriminatory language and prejudice-related behaviour are challenged. Reasonable adjustments and additional support will be considered for pupils with SEND and other vulnerabilities.

5. Roles and Responsibilities

Governing Body

ensure an effective policy is in place and reviewed;
monitor trends, equality information and safeguarding arrangements;
receive assurance that statutory requirements and guidance are followed;
challenge leaders where patterns or disproportionality emerge.

Headteacher

establish New Silksworth Academy anti-bullying culture;
ensure bullying is not tolerated;
oversee serious investigations and safeguarding escalation;
ensure staff training and report appropriately to governors.
implement the policy consistently;
oversee investigations and records;
analyse patterns and coordinate support;
communicate with families and ensure follow-up until bullying has stopped.

Senior Leadership Team

model respectful relationships and maintain visibility;
support and quality-assure investigations;
oversee restorative approaches and vulnerable-pupil monitoring;
support parent meetings and staff practice.

Teachers

teach the Behaviour Curriculum and respectful relationships;
notice early warning signs and act promptly;
record concerns accurately and communicate appropriately;
provide ongoing classroom and pastoral support.

Support Staff

reinforce expectations;
report concerns immediately;
support pupils emotionally and encourage inclusion;
contribute to investigations and restorative work where appropriate.

Pupils

treat others with kindness and respect;
report bullying and act as safe upstanders;
avoid retaliation;
help create a community where everyone belongs.

Parents and Carers

report concerns promptly;
support fair school investigations;
reinforce respectful behaviour and agreed plans;
communicate respectfully and avoid approaching other children or families directly.

6. Prevention Through the Behaviour Curriculum

Bullying prevention is embedded through the Curriculum, Relationships Education, PSHE, computing and online safety, assemblies, literature, circle time, restorative conversations, routines, visits, celebration events, Anti-Bullying Week, Safer Internet Day and pupil leadership opportunities.

We explicitly teach pupils to:

distinguish conflict from bullying;
understand why bullying is unacceptable;
celebrate diversity and respect protected characteristics;
recognise prejudice and discriminatory language;
understand impact and develop empathy;
communicate respectfully and manage disagreements;
seek help from trusted adults;
support others safely and become upstanders;
stay safe online.

Teaching is progressive, age-appropriate and adapted where necessary so that pupils with SEND can understand and apply expectations.

Safe environments

visible and appropriate staff deployment;
structured and inclusive playtimes and clubs;
supervision of vulnerable areas;
safe spaces and trusted adults;
friendship support and thoughtful seating arrangements where appropriate;
ongoing behaviour and safeguarding monitoring.
Pupil leadership may include School Council, Playground Leaders, Reading Ambassadors, Wellbeing Warriors, peer support and anti-bullying activities.

7. Reporting Concerns

Every pupil should feel confident that they will be listened to and taken seriously. Pupils should report concerns as soon as possible to any member of staff, including their class teacher, teaching assistant, lunchtime supervisor, senior leader, SENDCo or another trusted adult.

Parents and carers should contact New Silksworth Academy promptly rather than attempting to resolve concerns directly with another child or family.

Adults will always:

listen carefully and remain calm;
reassure the child and thank them for speaking up;
check immediate safety;

record concerns appropriately;
investigate fairly and act promptly;
provide and review support.

Anonymous information will be considered carefully, although anonymity may limit the evidence available.

If a concern indicates child-on-child abuse, sexual harassment or violence, serious violence, criminal behaviour, hate-related conduct or any other safeguarding risk, staff must immediately follow safeguarding procedures and inform the DSL as required.

8. Investigating Bullying

Every report will be investigated fairly, thoroughly, sensitively and proportionately. The purpose is to establish what happened, whether bullying occurred, who has been affected, what support is needed and what will prevent recurrence.

Ensure immediate safety.

Listen to the pupil raising the concern.

Gather factual information without leading questions.

Speak separately to pupils involved.

Speak to witnesses where appropriate.

Consider safeguarding and equality issues.

Review relevant previous incidents and CPOMS records.

Preserve and review relevant evidence, including screenshots where appropriate.

Communicate with parents and carers where appropriate.

Decide, record and communicate proportionate next steps.

Evidence may include pupil accounts, witness accounts, staff observations, records, screenshots, online messages and photographs. Staff remain objective and do not make assumptions before completing the investigation.

Safeguarding considerations include child-on-child abuse, coercion, exploitation, discrimination, emotional abuse, possible criminal behaviour, unmet SEND needs and mental-health concerns. Safeguarding procedures take precedence where required.

9. Responding to Bullying

When bullying is confirmed, the New Silksworth Academy will act to stop it, protect pupils, support the pupil who has experienced harm, hold the pupil displaying bullying behaviour accountable, educate for change, repair harm where appropriate and prevent recurrence.

Stage 1 - Relate

reassure the pupil;
establish safety;
separate pupils where necessary;
communicate with respect.

Stage 2 - Regulate

allow thinking time;
use appropriate movement, sensory or co-regulation strategies;
enable access to a trusted adult or calm space.

Stage 3 - Reflect

explore what happened;
identify impact and affected people;
consider better choices and responsibility.

Stage 4 - Repair

use a genuine apology where wanted and appropriate;
repair property or restore missed learning;
agree future targets or actions;
rebuild relationships only where safe and appropriate.

Consequences

Consequences are proportionate, reasonable, consistent and educational, and applied in line with the Behaviour & Relationships Policy. They may include restorative work, reflection time, loss of privileges, increased supervision, behaviour support planning, parent meetings, internal removal, or suspension in serious cases. Any suspension or permanent exclusion will follow the New Silksworth Academy's applicable policy and statutory guidance.

10. Restorative Practice

Restorative practice complements consequences; it does not replace them. It is used when safe, appropriate and likely to help. A child who has experienced bullying will not be required to meet, reconcile with or accept an apology from another pupil.

Principles

every child deserves to be heard and treated with dignity;
mistakes can become opportunities to learn;
empathy and responsibility can be developed;
relationships may be repaired where both safety and readiness permit;
children deserve an opportunity to rebuild trust and make a fresh start.
Once consequences and appropriate restorative work are complete and leaders are satisfied that bullying has stopped, the incident may be closed while proportionate monitoring continues.

11. Child-on-child Abuse

Bullying can, in some circumstances, constitute child-on-child abuse. Such abuse is never acceptable and will not be dismissed as "banter", "part of growing up", "just having a laugh" or similar language. Where bullying may constitute child-on-child abuse, safeguarding procedures take precedence and this policy operates alongside the Child Protection and Safeguarding Policy.

Child-on-child abuse can include physical or emotional abuse, sexual harassment or violence, harmful sexual behaviour, online abuse, coercive or controlling behaviour, initiation or hazing, and prejudice-related abuse. Staff must remain professionally curious and understand that abuse can occur between children regardless of age, sex or other characteristics.

Staff will:

take disclosures and concerns seriously;

never promise confidentiality;
listen without leading questions;
ensure immediate safety;
record promptly on CPOMS;
report immediately to the DSL in accordance with safeguarding procedures;
preserve relevant evidence where appropriate.

The DSL will determine safeguarding action and whether referral to Children's Social Care, Police or another service is required. Appropriate support and safety planning will be considered for all affected children, including the child alleged to have caused harm.

12. Cyberbullying

Cyberbullying is bullying that takes place through digital technology. It may occur through messaging, group chats, social media, gaming, email, shared images or videos, or other online platforms. Online behaviour can spread rapidly, reach a wide audience and continue beyond the school day.

Examples may include:

repeated abusive, threatening or humiliating messages;
deliberate exclusion from online groups as part of a pattern of bullying;
spreading rumours or impersonating another person;
sharing embarrassing images, recordings or personal information to cause harm;
prejudice-related or discriminatory online abuse.

Pupils are taught to report concerns, block or mute users where appropriate, avoid retaliation, and preserve evidence. Parents should keep relevant screenshots or messages and report concerns to New Silksworth Academy and, where appropriate, the platform or service.

New Silksworth Academy will investigate cyberbullying where it affects pupils' safety, wellbeing, relationships or school life, including relevant conduct outside New Silksworth Academy, in accordance with the Behaviour Policy and safeguarding procedures. Staff should not ask pupils to forward sexual images. Any concern involving sexual imagery or sexual harassment must be referred immediately to the DSL and managed under safeguarding procedures.

13. Supporting Pupils

Support is personalised for pupils who have experienced bullying, pupils displaying bullying behaviour, witnesses and families.

Pupils who have experienced bullying may receive:

reassurance and regular check-ins;
trusted-adult or pastoral support;
emotional-regulation and friendship support;
restorative opportunities only where appropriate and wanted;
safeguarding or external-agency support where necessary.

They should know that they were right to tell, they will be listened to, they are not to blame, and adults will continue monitoring until leaders are satisfied the bullying has stopped.

Pupils displaying bullying behaviour may receive:

restorative conversations and behaviour coaching;
emotional-literacy, regulation or social-skills work;
behaviour support planning and mentoring;
parent meetings;
SEND assessment or reasonable adjustments where appropriate;
Family Help or external-agency involvement where thresholds and needs indicate.
Support never excuses harmful behaviour. It aims to reduce recurrence while maintaining high expectations.

14. Recording, Monitoring and Evaluation

All confirmed bullying incidents, and significant concerns where bullying is suspected, will be recorded on CPOMS as soon as reasonably practicable. Records are factual, objective, professional and sufficiently detailed to show actions and follow-up.

Records will normally include:

date, time and location;
pupils and witnesses involved;
type and pattern of bullying;
protected characteristic or prejudice factor where relevant;
relevant context or antecedents;
actions and consequences;
support and restorative actions;
parent/carers communication;
safeguarding action where applicable;
follow-up dates and outcome.

The senior leaders will analyse information for locations, times, year groups, repeat incidents, repeated targeting, online trends, prejudice-related patterns, SEND, disadvantage, attendance links and safeguarding concerns. Leaders will use findings to adapt supervision, curriculum, staff development, support plans and inclusion practice.

Equality monitoring will identify whether groups appear disproportionately affected and whether reasonable adjustments, curriculum provision, supervision or wider inclusion strategies need strengthening.

15. Working with Parents and Carers

Strong school-home partnership is essential. New Silksworth Academy will take concerns seriously, investigate promptly and fairly, communicate appropriately, support pupils, maintain necessary confidentiality and continue monitoring.

Parents and carers are asked to report promptly, communicate respectfully, support investigations and agreed plans, avoid approaching other children or families directly, preserve online evidence and reinforce respectful behaviour at home.

New Silksworth Academy cannot generally share confidential information about another child, including individual sanctions or safeguarding information. Communication will therefore focus on the reporting child's safety, New Silksworth Academy's response and the assurance that appropriate action is being taken.

Where bullying is confirmed, review meetings or updates may be used to evaluate progress, review support and ensure the behaviour has ceased.

16. Monitoring and Review

This policy will be reviewed annually by the Headteacher and Deputy Headteacher, with appropriate governance oversight, and earlier where statutory or safeguarding guidance changes, monitoring identifies required improvement, significant incidents provide learning, or Trust policies are revised.

Governors will receive appropriate anonymised and aggregated information about bullying concerns and confirmed incidents, discriminatory incidents, cyberbullying, child-on-child abuse themes, repeat patterns, interventions, training, pupil voice and parent feedback.

Success measures

Leaders will consider both quantitative and qualitative evidence. Measures may include trends in confirmed and repeat bullying, prejudice-related incidents, cyberbullying, attendance and safeguarding concerns, together with pupil voice, parent feedback, staff feedback, governance monitoring, safeguarding audits, learning walks and inclusion reviews.

Our central test is whether pupils consistently report that they feel safe, bullying is rare, adults listen, concerns are addressed promptly, and people are treated fairly and respectfully.

Appendices

Appendix 1 - Bullying or Conflict?

Conflict	Bullying
Usually pupils of broadly similar power	Real or perceived imbalance of power
Often a one-off disagreement	Repeated or likely to be repeated
Both pupils may contribute	One pupil or group targets another
Both pupils may be upset	One pupil is intentionally harmed
Can often be addressed through supported problem solving	Requires structured intervention, support and follow-up

Staff questions

Has this happened before, or is it likely to happen again?

Was the behaviour deliberate?

Is there a real or perceived power imbalance?

Is someone being targeted?

Is there a prejudice or protected-characteristic element?

Does safeguarding need to be considered?

Not every friendship difficulty is bullying. Every concern deserves careful consideration.

Appendix 2 - Bullying Reporting Pathway

Concern reported or noticed.

Adult listens, reassures and checks immediate safety.

Record the concern and alert the appropriate leader; refer immediately to the DSL where safeguarding may be involved.

Investigate fairly: speak separately, gather evidence, check history and context.

Decide whether this is conflict, bullying, a safeguarding concern, or another behaviour issue.

Agree response: safety, support, consequences, education and restorative work where appropriate.

Communicate appropriately with parents/carers.

Record actions and set a follow-up date.

Monitor until leaders are satisfied the bullying has stopped; escalate if concerns continue.

Appendix 3 - Restorative Questions

For the child who has experienced bullying

What happened?

What were you thinking when it happened?

How has this affected you?

What has been the hardest part?

What do you need from us?

How can we help you feel safe again?

For the child displaying bullying behaviour

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected?

How do you think they may feel?

What needs to happen to repair the harm?

What will you do differently next time?

Use restorative questions only when pupils are sufficiently calm. Participation in joint restorative work is not compulsory for a child who has experienced bullying.

Appendix 4 - Being an Upstander

An upstander notices harmful behaviour and chooses a safe way to help. Pupils are taught:

Do not join in, laugh, like, share or forward harmful content.

If it is safe, use a calm phrase such as “That is not kind” or “Stop”.

Move towards or include the pupil who is being targeted.

Tell a trusted adult as soon as possible.

For online concerns, preserve evidence and report it.

Never put yourself at risk or retaliate. Get adult help.

Telling an adult to keep someone safe is responsible, not “telling tales”.

Appendix 5 - Child-Friendly Summary

At New Silksworth Academy, everyone has the right to feel safe and belong. Bullying is when someone, or a group, deliberately hurts or upsets someone and there is a power imbalance, usually more than once or in a way that is likely to happen again.

If you are worried:

Tell an adult you trust.

Keep telling until someone helps.

Do not retaliate.

If it happened online, keep the evidence and show a trusted adult.

Remember: it is not your fault and you were right to tell.

Adults will listen, help keep you safe, find out what happened, take action and check that things get better.

Appendix 6 - Staff Guidance: Responding to Bullying

Do

listen without judgement;

thank the pupil for telling you;

check immediate safety;

use the pupil's own words when recording;

consider SEND, equality and safeguarding;

report to the DSL immediately where safeguarding is indicated;
investigate separately and objectively;
record actions and follow up.

Avoid

promising confidentiality;
forcing an apology or face-to-face meeting;
asking leading questions;
labelling a child as “a bully”;
dismissing concerns as banter or falling out;
sharing another child’s confidential sanctions with parents;
asking pupils to forward sexual images.

Appendix 7 - Behaviour and Bullying Flowchart

Concern -> Immediate safety -> Safeguarding screen -> Investigation -> Decision ->
Response -> Record -> Parent/carers communication -> Follow-up -> Close when safe
and resolved / Escalate if continuing

Decision points

Conflict or friendship difficulty: address through the Behaviour & Relationships Policy,
support and monitor.
Bullying confirmed: structured anti-bullying response, consequences, support and follow-
up.
Safeguarding concern: refer to DSL; safeguarding procedure takes precedence.
Possible criminal offence or serious-risk concern: DSL/senior leaders consider external-
agency referral.

Appendix 8 - Guidance for Parents

If your child says they are being bullied

listen calmly and reassure them;
contact New Silksworth Academy as soon as possible;
avoid contacting the other child or family directly;
keep online evidence such as screenshots;
encourage your child not to retaliate and, where safe, to continue attending school;
share relevant information that will help New Silksworth Academy investigate.
New Silksworth Academy will investigate, communicate appropriately, support your child
and monitor until concerns are resolved.

If your child is accused of bullying

We recognise this may be upsetting. New Silksworth Academy will investigate fairly,
listen to the children involved, explain findings appropriately, hold pupils accountable
where necessary and support positive behaviour change. Confidential information about
other children cannot normally be shared.

Appendix 9 - Bullying Recording Expectations

Confirmed bullying incidents, and significant suspected bullying concerns, must be
recorded on CPOMS. Include:

date and time;
location;
pupils involved;
witnesses;
type/pattern of bullying;
protected characteristic or prejudice factor where applicable;
relevant antecedents/context;
actions and consequences;
support and restorative work;
parent/carers communication;
safeguarding action;
follow-up arrangements and outcome.
Records must be factual, objective, timely and professional. Distinguish what was directly observed, what was reported, and the professional decision reached.

Appendix 10 - Linked Policies

Behaviour Policy
Child Protection and Safeguarding Policy
Online Safety Policy
Relationships, Sex and Health Education (RSHE) Policy
SEND Policy
Equality Policy
Attendance Policy
Suspension and Permanent Exclusion Policy
Positive Handling / Restrictive Interventions Policy
Staff Code of Conduct

Key external framework

Education and Inspections Act 2006, section 89
Equality Act 2010
Education Act 2002
Department for Education: Preventing and Tackling Bullying
Keeping Children Safe in Education 2026