



Anti-Bullying Policy

This anti-bullying policy was formulated in consultation with parents, pupils, staff and governors and will be reviewed biennially by the governing body.

Date of last review: Autumn 2026

Date of next review: Autumn 2027

Introduction

Netherfield Primary School should be a safe, welcoming and respectful place for everyone. Bullying is not accepted in our school, whether it happens in school, outside school or online.

Children sometimes disagree or fall out. We call this relational conflict. We will help children resolve these difficulties and prevent them from developing into bullying.

We encourage pupils to celebrate difference and challenge prejudice. Any concern about bullying will be listened to, investigated and acted upon. We will support all children involved, including children who have experienced bullying, children who have displayed bullying behaviour and those who have witnessed it.

Concerns about the behaviour of an adult towards a pupil will be taken seriously and managed through the school's safeguarding procedures.

Purpose

This policy explains what bullying is, how concerns can be reported and how the school will respond. It reflects Keeping Children Safe in Education 2026 and should be read alongside the school's safeguarding, behaviour, e-safety, equality, and RSHE policies.

The policy has been developed with input from pupils, parents and carers, staff and governors. It will be reviewed during the school year and formally updated each year.

Roles and responsibilities

Everyone in the school community has a part to play in preventing bullying and reporting concerns.

Headteacher	Paula Taylor	Has overall responsibility for the school's response to bullying and for working with governors, families and outside agencies.
Anti-Bullying Coordinator	Katie Cook	Coordinates the policy, staff training, recording, monitoring and preventative work.
Designated Safeguarding Lead	Paula Taylor Katie Cook James Payne Lesley Balfe	Oversees safeguarding decisions and ensures urgent or serious concerns receive the right response.
Nominated Governor		Provides appropriate challenge and oversight of the school's anti-bullying work.

All staff must model respectful and inclusive behaviour. They must report concerns promptly and must not behave towards a child in a way that could be intimidating, humiliating, degrading, discriminatory or harmful.

What bullying means

We use 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.”

In simple terms, bullying usually includes all three of the following:

- The behaviour is repeated or forms part of a pattern.
- It is intended to hurt, frighten, humiliate, exclude or control someone.
- There is an imbalance of power that makes it difficult for the other person to stop what is happening.

We will not wait for harmful behaviour to be repeated before acting. A single serious incident, including discriminatory or sexualised behaviour, may require an immediate behaviour or safeguarding response.

Bullying and relational conflict

Relational conflict means a disagreement, friendship difficulty or falling out. It may be upsetting, but it does not usually involve the repeated, intentional use of power found in bullying.

Relational conflict	Bullying
The children have a broadly equal amount of power.	There is an imbalance of power.
It happens occasionally or accidentally.	The behaviour is repeated or forms a pattern.
Those involved are usually willing to put things right.	The behaviour is intended to hurt, humiliate, exclude or control.
Adults help the children repair the relationship.	Adults act to stop the behaviour, protect pupils and provide support.

Whether an incident is judged to be bullying or relational conflict, we will not ignore it. We will support the children involved and check that the difficulty has been resolved.

What bullying can look like

Bullying may include:

- Physical: hitting, kicking, pushing, biting, taking or damaging belongings.
- Verbal: name-calling, threats, teasing, belittling, rumours or repeated unkind comments.
- Emotional: excluding, humiliating, intimidating, controlling, coercing or isolating someone.
- Sexual: unwanted touching, sexual comments, harassment or sharing sexual material.
- Online: abusive messages, anonymous accounts, exclusion, image-based abuse, sharing or threatening to share intimate images, or using altered, AI-generated or deepfake content to harm someone.

- Indirect: using other people to cause harm, false friendships, baiting, exploitation or deliberately turning a group against someone.
- Prejudice-related: targeting someone because of race, faith, sex, disability, SEND, sexual orientation, gender identity, family circumstances or another actual or perceived difference.

Prejudice-related behaviour may also be a safeguarding concern. It will not be treated only as poor behaviour if it affects a child's safety or welfare.

Banter

Friendly banter is shared, playful and wanted by everyone involved. It is not friendly banter when someone feels hurt, frightened, humiliated or unable to make it stop. Staff will consider the intention, content, topic, impact and audience. Saying that something was 'only a joke' does not excuse harmful behaviour.

Where bullying can happen

Bullying can happen in school, on journeys to and from school, in the local community or online. The school will respond to off-site or online behaviour when it affects pupils' safety, wellbeing, relationships or education. We may work with families, the police, the local authority or other agencies when appropriate.

How to report a concern

We want pupils, families, staff and visitors to report concerns as soon as possible. A report does not need to use the word 'bullying'. Staff will listen to what has happened and decide what support and action are needed.

Pupils and witnesses

Pupils can speak to any trusted adult in school, including a teacher, teaching assistant, lunchtime supervisor, office colleague or member of the leadership team. A pupil can also ask a friend or family member to help them tell an adult. Pupils should report concerns they experience, see or hear about.

Some pupils, including some pupils with SEND, may need help to recognise or report bullying. We will make reasonable adjustments, which may include extra time, visual communication, drawing or writing, support from a familiar adult, or regular individual check-ins. Staff will not rely only on a child making a verbal report when there are signs that something may be wrong.

Parents and carers

Parents and carers should normally contact their child's class teacher. Urgent or serious concerns may be reported directly to the Headteacher or Designated Safeguarding Lead. Families should share relevant information or evidence, particularly for online incidents, and avoid discussing individual children publicly or on social media.

Staff and visitors

Staff must act on concerns immediately and report them to the Deputy Headteacher, Headteacher or DSL. Visitors should report concerns to the Headteacher, DSL or another member of the senior leadership team before leaving the school.

Concerns about an adult

A concern that an adult has intimidated, humiliated, discriminated against or otherwise harmed a pupil should be reported to the Headteacher or DSL. If the concern is about the Headteacher, it should be reported to the Chair of Governors. These concerns will be managed through the relevant safeguarding, allegations-management, staff-conduct or complaints procedures.

How the school will respond

Every report will be considered individually. Our first priorities are to understand what has happened, reduce any immediate risk and make sure pupils feel safe.

- Listen and reassure. A member of staff will listen carefully, explain what will happen next and consider any immediate safety needs.
- Record the concern. Bullying concerns will be recorded on Arbor. They will also be recorded on CPOMS when required by the DSL or when there is a safeguarding concern.
- Assess and investigate. Staff will speak to those involved separately, gather relevant information and consider patterns, power, intent, impact and context. The DSL will be informed immediately if a child may be at risk.
- Involve families and other professionals. Parents and carers will usually be contacted. Information will be shared on a need-to-know basis.
- Agree action and support. The school may use education, restorative work, pastoral support, safety planning and proportionate sanctions in line with the behaviour policy. Restorative work will only be used when it is safe and suitable. A child will not be required to meet another pupil simply to resolve a concern quickly.
- Review and monitor. Staff will check whether the action has worked, whether pupils feel safe and whether further action is needed. Relevant safeguarding information will be transferred securely if a pupil moves to another setting.

Support may be offered to the child who experienced bullying, the child who displayed the behaviour and any witnesses. This may include trusted-adult check-ins, help with friendships, emotional wellbeing support, curriculum work, individual safety planning or referrals to other services.

The school will keep families informed as far as possible. We cannot share confidential information about another child, including details of consequences or personal support.

If a parent or carer is dissatisfied with the school's response, they may use the school's complaints procedure, available from the school office and website.

Preventing bullying

Our work to prevent bullying includes:

- taking part in Anti-Bullying Week.
- teaching about respectful relationships, difference and bullying through RSHE.
- using whole-school assemblies to reinforce expectations and explain how to seek help.
- gathering pupil views through School Parliament.
- using pupil surveys to identify concerns, patterns and areas for improvement.
- making teaching and pupil-voice activities accessible to pupils with SEND.
- challenging discriminatory language and harmful attitudes.
- training staff to recognise and respond to bullying, including less visible forms such as exclusion, baiting and false friendships.
- teaching pupils how online content, influencers, group chats and harmful stereotypes can affect behaviour.
- promoting respectful behaviour between pupils and adults across the school community.

Recording and monitoring

The school senior leadership team will review records regularly to identify repeated concerns, vulnerable pupils, patterns of behaviour, online issues and locations where incidents are more likely to happen. Where appropriate, information will be considered by type of bullying and factors such as SEND or prejudice-related motivation.

The school will use this information, together with pupil surveys and School Parliament feedback, to improve supervision, teaching, staff training and support. Governors will receive appropriate information about patterns and the effectiveness of the school's response. Individual pupils will not be identified unnecessarily.

Related policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- e-Safety and Acceptable Use Policies
- Equality Policy
- RSHE or PSHE Policy
- Complaints Policy