

The Federation of Netley Abbey Infant and Junior Schools



Anti-bullying Policy

Review cycle	Every 2 years
Policy prepared by/Reviewed by	Rosie Earle
Level of approval required	Federation Headteacher
Statutory?	Yes
Date of latest approval	September 2026
Date of next review	September 2028

1. Rationale

At The Federation of Netley Abbey Infant and Junior Schools, we believe every child has the right to attend school feeling safe, valued, respected and included. Our vision of Excellence Every Day can only be realised when every member of our school community experiences a culture built upon kindness, respect, inclusion and positive relationships.

Bullying undermines children's wellbeing, confidence, relationships and ability to learn. It can have significant and lasting effects on emotional wellbeing, mental health and educational outcomes. We are therefore committed to preventing bullying wherever possible and responding promptly, consistently and compassionately whenever concerns arise.

This policy reflects the Federation's relational approach to behaviour. We recognise that positive relationships, emotional regulation and explicit teaching of respectful behaviours provide the strongest protection against bullying. While we seek wherever possible to repair relationships and educate children about the impact of their behaviour, we are equally clear that bullying is never acceptable and will always be challenged.

This policy should be read alongside the Federation's:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Equality Information and Objectives
- Social Media and Artificial Intelligence Policy

It has been developed with reference to:

- Keeping Children Safe in Education
- Preventing and Tackling Bullying (DfE)
- Behaviour in Schools (DfE)
- Equality Act 2010
- Children Act 1989
- Working Together to Safeguard Children

2. Our Federation Values

At Netley Abbey Schools, our values underpin everything we do.

Every member of our community is expected to be:

Ready

We are ready to learn, listen, include others and seek help when something feels wrong.

Respectful

We treat everyone with dignity, celebrate differences and value every member of our community.

Safe

We protect ourselves and others through our words, actions and choices, both in person and online.

Kind

We show empathy, compassion and understanding, recognising that everyone deserves to feel they belong.

Bullying fundamentally conflicts with each of these values. It damages relationships, creates fear and prevents children from flourishing. Through our Personal Development Learning (PDL) curriculum, assemblies, behaviour curriculum and daily interactions, we explicitly teach children how to build healthy friendships, resolve conflict respectfully and recognise when behaviour becomes bullying.

3. Our Ethos

At The Federation of Netley Abbey Schools, we recognise that disagreements and friendship difficulties are a normal part of childhood.

Children are learning how to:

- build friendships
- regulate emotions
- solve problems
- understand different perspectives
- repair relationships

Occasional disagreements, misunderstandings and friendship fallouts are therefore not automatically bullying. However, where behaviour becomes repeated, intentional and involves an imbalance of power, it becomes bullying and requires adult intervention. We believe children learn best within environments where they feel emotionally and physically safe.

Our relational approach means that we:

- prevent bullying through positive relationships;
- explicitly teach respectful behaviours;
- intervene early when concerns emerge;
- support children experiencing bullying;
- help children displaying bullying behaviours understand the impact of their actions and develop more positive ways of interacting;
- work closely with families to resolve concerns;
- recognise bullying as a safeguarding matter where appropriate.

Our aim is not simply to stop bullying incidents, but to build a culture where bullying is unlikely to occur because kindness, empathy and inclusion are actively taught, modelled and celebrated every day.

4. What is Bullying?

The Anti-Bullying Alliance defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."

Bullying may occur face-to-face or online (cyberbullying).

Bullying is recognised within Keeping Children Safe in Education as a form of child-on-child abuse and will always be taken seriously.

Bullying may include:

- physical aggression
- verbal abuse or name-calling
- intimidation or threats
- emotional manipulation
- deliberate exclusion
- spreading rumours
- damaging property
- online harassment
- discriminatory language or behaviour
- sexual harassment or sexualised bullying

Bullying can be carried out by an individual or a group and may occur over a period of time.

Bullying or Conflict?

Not all unkind behaviour is bullying.

The table below helps explain the difference.

Friendship Conflict	Bullying
Usually happens occasionally	Happens repeatedly over time
Both children usually have equal power	One child or group has greater power
Both children contribute to the disagreement	One child is intentionally targeted
Often resolved through discussion and support	Requires adult intervention
Both children are upset	One child is repeatedly hurt, frightened or excluded
Usually no intention to cause ongoing harm	Intentional behaviour designed to hurt, intimidate or control

It is important that adults carefully investigate concerns before determining whether behaviour constitutes bullying.

Regardless of whether behaviour is identified as bullying or friendship conflict, all concerns will be taken seriously and responded to appropriately.

5. Bullying as Child-on-Child Abuse

The Federation of Netley Abbey Schools recognises that bullying is a form of child-on-child abuse and will always be taken seriously.

Bullying can have significant emotional, psychological and educational consequences and, in some circumstances, may constitute a safeguarding concern.

All staff recognise that:

- bullying should never be dismissed as "banter", "falling out", "part of growing up" or "children being children";
- repeated harmful behaviour can have a significant impact on a child's emotional wellbeing, self-esteem and mental health;

- some forms of bullying, including discriminatory bullying and sexual harassment, may meet safeguarding thresholds and require immediate action;
- online behaviour can be just as harmful as face-to-face behaviour.

Where bullying gives rise to concerns that a child is suffering, or is likely to suffer, significant harm, staff will follow the Federation's Safeguarding and Child Protection Policy and consult the Designated Safeguarding Lead (DSL) immediately.

All bullying concerns will be shared with the DSL so that appropriate oversight, monitoring and safeguarding decisions can be made.

6. Types of Bullying

Bullying can take many forms. Staff should remain vigilant to all forms of bullying, recognising that some behaviours are less visible than others.

Physical Bullying

Including:

- hitting
- kicking
- pushing
- tripping
- spitting
- damaging belongings
- stealing property
- intimidating physical behaviour

Verbal Bullying

Including:

- repeated name calling
- insults
- threats
- offensive language
- mocking
- humiliating comments

Emotional or Social Bullying

Including:

- deliberately excluding others
- manipulating friendships
- spreading rumours
- intimidation
- public humiliation
- encouraging others to ignore or isolate someone

Online (Cyber) Bullying

Including:

- abusive messages
- group chat exclusion

- sharing photographs without consent
- fake accounts
- impersonation
- sharing embarrassing content
- online threats
- harmful comments during gaming
- AI-generated images or videos intended to embarrass, threaten or humiliate another person.

Online bullying may occur outside school hours but will still be addressed where it affects the wellbeing, safety or education of members of the Federation community.

Prejudice-Based Bullying

The Federation has zero tolerance for prejudice-based bullying.

This includes bullying related to:

- race
- ethnicity
- nationality
- religion or belief
- disability
- special educational needs
- neurodiversity
- sex
- gender identity
- sexual orientation
- pregnancy or maternity
- family circumstances
- looked after or previously looked after status
- young carers
- socio-economic disadvantage
- appearance or medical conditions.

Any discriminatory language, including racist, homophobic, biphobic, transphobic, sexist or disablist language, will always be challenged and recorded, regardless of whether the behaviour meets the definition of bullying.

Sexual Harassment and Sexual Bullying

Sexual harassment is never acceptable.

It may include:

- unwanted sexual comments
- sexual name-calling
- inappropriate touching
- sharing sexual images
- sexual rumours
- unwanted sexual attention
- coercive behaviour
- online sexual harassment.

The Federation will respond to all incidents in line with Keeping Children Safe in Education and the Safeguarding Policy.

7. Preventing Bullying

Preventing bullying is far more effective than simply responding to incidents.

At Netley Abbey Schools, we believe that children are less likely to bully others when they experience positive relationships, feel emotionally safe and develop empathy, resilience and emotional regulation. Our preventative approach is embedded throughout school life.

Relational Practice

Our Behaviour Policy places relationships at the heart of everything we do.

Children who feel connected to trusted adults are more likely to:

- report concerns;
- seek help;
- resolve conflict positively;
- demonstrate empathy towards others.

Adults model respectful relationships every day and actively build trust with children through calm, consistent and predictable interactions.

Personal Development Learning (PDL)

Children are explicitly taught:

- healthy friendships;
- kindness and empathy;
- recognising bullying;
- respecting differences;
- managing conflict;
- emotional regulation;
- executive function skills;
- responsible online behaviour;
- how and when to seek help.

Learning is revisited throughout every year group as part of our progressive Personal Development curriculum.

Behaviour Curriculum

Positive behaviour is explicitly taught rather than assumed.

Children learn what it means to be:

- Ready
- Respectful
- Safe
- Kind

Behaviour expectations are revisited regularly through:

- assemblies;
- class discussions;
- transition routines;
- restorative conversations;
- modelling by adults.

Online Safety

Through our Computing and PDL curriculum, children learn how to:

- stay safe online;
- identify online bullying;
- use technology responsibly;
- report concerns;
- understand the permanence of online behaviour;
- challenge harmful online content.

Anti-Bullying Week

Each year the Federation participates in Anti-Bullying Week, providing additional opportunities for children to:

- celebrate difference;
- develop empathy;
- explore respectful relationships;
- understand how to report concerns;
- reinforce that bullying is never acceptable.

Working with Parents

Parents and carers play an essential role in preventing bullying.

The Federation will:

- communicate openly with families;
- provide guidance where appropriate;
- work collaboratively to resolve concerns;
- encourage children to speak openly about friendships and relationships.

8. Recognising Possible Signs of Bullying

Bullying is not always immediately visible. Staff should remain alert to changes in behaviour or presentation which may indicate that a child requires support.

Possible signs may include:

Emotional

- anxiety
- tearfulness
- withdrawn behaviour
- low mood
- reduced confidence
- reluctance to attend school
- increased emotional dysregulation

Physical

- unexplained injuries
- damaged belongings
- missing equipment
- headaches
- stomach aches
- changes in eating or sleeping patterns

Behavioural

- avoiding particular pupils
- changes in friendship groups
- reluctance to participate
- reduced concentration
- deterioration in behaviour
- declining attendance
- avoiding social situations

These indicators do not necessarily mean bullying is taking place but should always prompt professional curiosity and, where appropriate, further investigation.

9. Children Who May Be More Vulnerable

Although bullying can affect any child, some children may be at increased risk due to their individual circumstances.

These may include children who:

- have Special Educational Needs or Disabilities (SEND);
- are neurodivergent;
- are looked after or previously looked after;
- are young carers;
- have experienced bereavement, trauma or adverse childhood experiences;
- have medical needs or disabilities;
- belong to minority ethnic or faith groups;
- have protected characteristics under the Equality Act;
- experience mental health difficulties;
- are socially isolated or have communication needs.

Staff will remain particularly vigilant to the experiences of these children and ensure that reasonable adjustments and additional support are provided where appropriate.

10. Reporting Bullying Concerns

Creating a culture where children feel confident to report concerns is fundamental to preventing bullying. Children are encouraged to speak to a trusted adult whenever they are worried about their own experiences or those of another child.

Children may report concerns to:

- their Class Teacher;
- a Learning Support Assistant;
- a Pastoral or Behaviour Support member of staff;
- the Head of School;
- the Designated Safeguarding Lead (DSL);
- any trusted adult within the Federation.

Parents and carers are encouraged to contact the school promptly if they believe their child is experiencing bullying or if they have concerns about another child.

Staff must never ignore or dismiss reports of bullying.

All concerns, however small they may initially appear, will be listened to carefully, taken seriously and investigated appropriately.

Where staff witness behaviour that could constitute bullying, they have a professional responsibility to intervene immediately and report the concern in accordance with this policy.

11. Responding to Bullying Concerns

Every concern raised will be responded to promptly, fairly and consistently.

The Federation recognises that every situation is unique and therefore responses will always take account of:

- the age and developmental stage of those involved;
- any additional needs or vulnerabilities;
- the context of the incident;
- whether there is an imbalance of power;
- whether the behaviour is repeated;
- any safeguarding concerns.

The Federation's priorities are to:

1. ensure everyone is safe;
2. stop the behaviour immediately;
3. establish the facts;
4. support the child experiencing bullying;
5. support the child displaying bullying behaviour to understand and change their behaviour;
6. restore relationships where appropriate;
7. monitor carefully to ensure bullying does not continue.

12. Investigating Concerns

When a bullying concern is reported, an appropriate member of staff will:

Step 1 – Ensure Immediate Safety

Where necessary:

- separate children;
- provide reassurance;
- ensure everyone is safe;
- seek medical assistance if required.

Step 2 – Gather Information

The investigating member of staff will:

- listen carefully to all children involved;
- gather accounts from witnesses where appropriate;
- review previous records and CPOMS chronology;
- consider any wider behavioural or safeguarding concerns;
- avoid making assumptions before all information has been considered.

Step 3 – Decide the Nature of the Behaviour

The investigating member of staff will determine whether the incident is:

- friendship conflict;
- unkind behaviour;
- repeated inappropriate behaviour;
- bullying;
- discriminatory bullying;
- child-on-child abuse requiring safeguarding procedures.

The Federation recognises that investigations may take time and parents will be kept appropriately informed throughout the process.

Step 4 – Inform Parents

Where bullying has been identified, or where concerns require further investigation, parents of the children involved will normally be informed promptly.

Staff will explain:

- what has been reported;
- the actions being taken;
- how the school will monitor the situation;
- how families can support their child.

Due to confidentiality, staff will not share personal information or sanctions relating to another child.

13. Supporting Children

Supporting the Child Experiencing Bullying

Our priority is to ensure every child feels safe, listened to and supported.

Support may include:

- reassurance and regular check-ins;
- identifying a trusted adult;
- restorative conversations where appropriate;
- increased adult supervision;
- pastoral support;
- friendship support;
- emotional regulation strategies;
- referral to additional pastoral services;
- involvement of external agencies where required.

Children will never be expected to resolve bullying independently or to simply "ignore it."

Supporting the Child Displaying Bullying Behaviour

Children displaying bullying behaviour also require support to understand and change their behaviour.

Support may include:

- restorative conversations;
- reflection activities;
- explicit teaching of empathy;
- emotional regulation support;
- social skills development;
- behaviour coaching;

- parental involvement;
- Behaviour Support Plans where appropriate;
- additional pastoral intervention;
- referral to external agencies if required.

The Federation believes that accountability and education should work together to reduce the likelihood of repeated bullying.

Supporting Other Children

Bullying can also affect:

- witnesses;
- friendship groups;
- wider classes.

Where appropriate, staff will provide opportunities for children to:

- discuss concerns;
- rebuild trust;
- restore relationships;
- develop empathy;
- reinforce positive behaviour expectations.

14. Consequences

Bullying is taken extremely seriously.

Where bullying has been substantiated, consequences will be applied in accordance with the Federation Behaviour Policy.

Consequences will always be:

- proportionate;
- consistent;
- age appropriate;
- designed to promote learning and future behaviour change.

Depending upon the severity or persistence of the behaviour, responses may include:

- restorative conversations;
- reflection activities;
- loss of privileges;
- detention or reflection time;
- parental meetings;
- Behaviour Support Plans;
- increased supervision;
- internal suspension;
- suspension;
- permanent exclusion in exceptional circumstances.

Where behaviour may constitute a criminal offence, the Police may also be involved.

The purpose of consequences is not simply punishment, but to:

- protect others;
- reinforce expectations;

- help children understand the impact of their behaviour;
- support lasting behaviour change.

15. Bullying Outside School

The Federation recognises that bullying does not always occur on school premises.

The school may investigate and respond to bullying that occurs:

- on the journey to and from school;
- whilst wearing school uniform;
- during educational visits;
- during extra-curricular activities;
- online;
- in the local community where it affects school life.

Where bullying outside school impacts the safety, wellbeing or education of pupils, the Federation will take appropriate action in partnership with families and, where necessary, external agencies.

16. Cyberbullying

The Federation recognises that technology has created additional opportunities for bullying beyond the school day.

Cyberbullying may include:

- abusive messages;
- threatening emails;
- social media harassment;
- group chat exclusion;
- online rumours;
- sharing photographs without consent;
- impersonation;
- gaming harassment;
- AI-generated images, videos or audio intended to embarrass, threaten or humiliate another person.

Children are taught:

- respectful online behaviour;
- responsible use of technology;
- how to report concerns;
- how to block and report harmful content;
- that online behaviour has real-world consequences.

Where cyberbullying affects members of the Federation community, staff will investigate appropriately and may involve parents, internet providers, social media platforms or the Police where necessary.

Bullying Response Flowchart

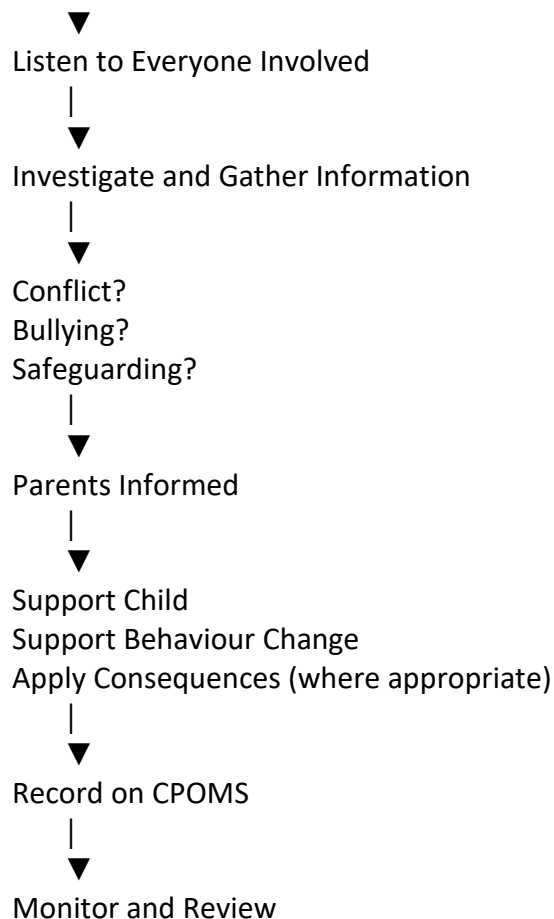
Concern Raised

|



Ensure Immediate Safety

|



17. Recording and Monitoring

All bullying concerns will be recorded in accordance with the Federation's safeguarding and behaviour recording procedures.

Where appropriate, records will include:

- the nature of the concern;
- those involved;
- dates, times and locations;
- actions taken;
- support provided;
- parental communication;
- outcomes;
- follow-up and monitoring arrangements.

Records will normally be maintained on CPOMS to enable effective safeguarding oversight and identification of any emerging patterns or trends.

The Designated Safeguarding Lead (DSL) and senior leaders will regularly review bullying records to:

- identify repeated behaviours;
- identify vulnerable pupils;

- monitor the effectiveness of interventions;
- evaluate whether additional support is required;
- identify wider patterns across classes, year groups or the Federation.

Where repeated concerns are identified, additional pastoral, behavioural or safeguarding support may be implemented.

18. Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- ensuring the Federation complies with statutory guidance;
- reviewing the effectiveness of this policy;
- monitoring bullying trends through reports provided by the Federation Headteacher;
- ensuring appropriate safeguarding arrangements are in place.

Federation Headteacher

The Federation Headteacher will:

- promote a culture where bullying is not tolerated;
- ensure this policy is implemented consistently across both schools;
- ensure staff receive appropriate training;
- oversee serious bullying incidents;
- monitor bullying trends;
- report to Governors as appropriate.

Heads of School and Senior Leaders

Senior leaders will:

- support staff in responding consistently;
- oversee investigations where appropriate;
- ensure records are accurate;
- monitor follow-up actions;
- work closely with families;
- seek external support where necessary.

Designated Safeguarding Lead

The DSL will:

- oversee bullying concerns where safeguarding issues arise;
- ensure child-on-child abuse procedures are followed where appropriate;
- monitor vulnerable pupils;
- liaise with external agencies when required;
- ensure bullying concerns are reflected within safeguarding records.

Staff

Every adult has a responsibility to create a culture where bullying is unlikely to occur.

All staff will:

- model Ready, Respectful, Safe and Kind behaviours;
- build positive relationships with pupils;
- challenge bullying immediately;
- report concerns promptly;

- record concerns appropriately;
- support children consistently;
- work collaboratively with colleagues and families.

As recognised within our Behaviour Policy:

When adults change, everything changes.

Every interaction contributes to creating a culture where children feel safe, valued and respected.

Pupils

Children are expected to:

- treat others with kindness and respect;
- celebrate differences;
- stand up for others safely;
- tell a trusted adult if they are worried;
- avoid encouraging or joining bullying behaviour;
- support the Federation values every day.

Parents and Carers

Parents and carers play an essential role in preventing bullying.

We ask parents to:

- encourage respectful behaviour at home;
- talk openly about friendships;
- report concerns promptly;
- work in partnership with the school;
- avoid discussing concerns publicly or through social media;
- support agreed actions to help children move forward positively.

We recognise that hearing your child may be involved in bullying—whether as the child experiencing bullying or the child displaying bullying behaviour—can be upsetting. We are committed to working respectfully and collaboratively with families to achieve the best possible outcomes for every child.

19. Working in Partnership with Parents

Strong relationships between home and school are fundamental to preventing and addressing bullying.

Where bullying concerns arise, the Federation will:

- listen carefully to parents' concerns;
- investigate thoroughly and fairly;
- keep parents appropriately informed throughout the process;
- explain the actions being taken;
- review progress with families where appropriate.

Whilst we aim to communicate openly, we also have a duty to maintain confidentiality.

For this reason, we cannot:

- share sanctions given to another child;

- disclose personal information about another family;
- discuss another child's support plan;
- share confidential safeguarding information.

Parents can be assured that all appropriate action will be taken, even where every detail cannot be shared.

20. Monitoring, Evaluation and Continuous Improvement

The Federation continually evaluates the effectiveness of its approach to preventing bullying.

Monitoring may include:

- analysis of CPOMS records;
- behaviour and safeguarding data;
- pupil voice;
- parent feedback;
- staff feedback;
- attendance information;
- surveys;
- governor monitoring;
- review of discriminatory incidents;
- review of online safety concerns.

This information helps us to:

- identify trends;
- evaluate interventions;
- improve practice;
- inform staff training;
- strengthen preventative work;
- ensure all pupils feel safe.

Findings may also inform updates to:

- the Behaviour Policy;
- Personal Development Learning curriculum;
- safeguarding procedures;
- online safety education;
- staff professional development.

21. Policy Review

This policy will be reviewed:

- every three years;
- following any significant bullying incident;
- following changes to legislation or statutory guidance;
- where monitoring indicates improvements are required.

The Federation remains committed to continually developing a culture where every child experiences belonging, respect, kindness and safety.

Appendix A – Quick Guide for Staff

Is it bullying?

Ask yourself:

- ✓ Is the behaviour **repeated**?
- ✓ Is it **intentional**?
- ✓ Is there an **imbalance of power**?

If yes, this is likely to be bullying.

If a child reports bullying

Listen

- Stay calm.
- Take it seriously.
- Reassure the child.

Protect

- Ensure immediate safety.
- Inform relevant staff.

Investigate

- Gather information.
- Speak to everyone involved.
- Avoid assumptions.

Record

- Record on CPOMS.
- Inform the DSL where appropriate.

Respond

- Support the child.
- Address the behaviour.
- Inform parents.
- Monitor carefully.

Remember

Every child has the right to feel:

- Safe
- Included
- Valued
- Respected

Bullying is everyone's responsibility.

Appendix B – "Bullying or Friendship Difficulty?"

A one-page visual guide for staff and parents that compares:

Friendship Difficulty

One-off disagreement

Equal power

Both children contribute

Usually resolved with support

Often accidental

Both children upset

Bullying

Repeated behaviour

Imbalance of power

One child is targeted

Requires adult intervention

Intentional

One child repeatedly hurt or frightened