Glebe Junior School

Draft Anti-Bullying Policy

2026-2027

A safeguarding-led, child-centered approach

Policy owner	Headteacher / Designated Safeguarding Lead
Approval	Local Governing Body
Date approved	To be approved: 7/12/26
Review date	October 2027, or earlier if guidance changes

This policy should be read alongside the Behaviour Policy, Child Protection and Safeguarding Policy, Child-on-Child Abuse Policy, Online Safety Policy, SEND Policy, Equality Policy and Suspensions and Exclusions Policy.

1. Purpose and commitment

Glebe Junior School is committed to providing a safe, inclusive and respectful environment in which every pupil can learn and thrive. Bullying is unacceptable and will be challenged promptly. Our response will protect the child who has experienced harm, address the behaviour of the child responsible, and reduce the likelihood of recurrence.

This policy reflects the school's mission, 'Developing successful lives', its values of honesty, respect and fulfilment, and the Glebe Way: Be Ready, Be Respectful, Be Safe. It aligns the school's anti-bullying arrangements with Keeping Children Safe in Education 2026 (KCSIE), particularly its child-centred approach, expectations for child-on-child abuse, online safety, information-sharing, recording and prompt action.

2. Aims

- Create a culture where pupils feel safe to speak and know they will be listened to.
- Prevent bullying through an inclusive curriculum, clear expectations, positive relationships and active supervision.
- Ensure all reports, including online incidents and incidents outside school, are taken seriously and responded to consistently.
- Distinguish bullying from one-off conflict or unacceptable behaviour, while responding to all harmful behaviour.
- Recognise when bullying may also be a safeguarding concern or child-on-child abuse and follow safeguarding procedures without delay.
- Provide proportionate support for all children involved, including reasonable adjustments for pupils with SEND or other vulnerabilities.
- Identify patterns, evaluate impact and report appropriately to leaders and governors.

3. Legal and statutory framework

This policy has regard to KCSIE 2026 and should be applied alongside relevant education, safeguarding and equality duties, including the Education and Inspections Act 2006, Equality Act 2010, Human Rights Act 1998 and statutory guidance on behaviour in schools. The school will also follow local safeguarding partnership procedures and Embark Federation policies.

KCSIE 2026 requires a child-centred and coordinated approach. Safeguarding is everyone’s responsibility, concerns must be acted on immediately, and records should capture the concern, action taken, decisions, rationale and outcome.

4. Definition of bullying

Bullying is the repetitive, intentional harming of a person or group by another person or group where there is an imbalance of power. It is deliberately hurtful, repeated or sustained, and difficult for the person affected to stop without support.

The school may use the pupil-friendly reminder STOP: Several Times On Purpose. STOP is a helpful prompt, not a threshold that prevents action. A serious one-off incident, threat, discriminatory incident or safeguarding concern will still be addressed immediately through the Behaviour Policy and/or safeguarding procedures.

4.1 Forms bullying may take

- Physical: hurting someone, damaging or taking belongings, or using intimidating physical behaviour.
- Verbal: name-calling, threats, insulting comments, repeated teasing or spreading rumours.
- Relational or emotional: deliberate exclusion, isolation, humiliation, coercion or damaging friendships and reputation.

- Online: repeated harmful behaviour through messaging, social media, gaming, images, group chats or other digital technology. This includes manipulated or AI-generated content used to target, impersonate, humiliate or threaten a child.
- Prejudice-related or discriminatory: behaviour connected to race, religion or belief, disability, special educational need, sex, sexual orientation, gender reassignment, family circumstances, appearance, health or another actual or perceived characteristic.

Bullying may occur face to face or online, inside or outside school, and may involve individuals or groups. Online incidents may have a significant impact in school even when they begin outside school.

5. Bullying, child-on-child abuse and safeguarding

Bullying can be a safeguarding issue. Staff must not dismiss harmful behaviour as banter, joking, part of growing up or something children should resolve alone. Staff must maintain an attitude that it could happen here and consider the impact on the child, the context, power imbalance, repetition, vulnerability and risk of further harm.

Where a report indicates abuse, exploitation, serious violence, harmful behaviour, significant online harm, coercion, discrimination, or a risk of immediate or continuing harm, staff must report it to the Designated Safeguarding Lead (DSL) or deputy without delay and follow the Child Protection and Safeguarding Policy and Child-on-Child Abuse Policy. If a child is in immediate danger, emergency services must be contacted.

The school will respect the wishes and feelings of children while recognising that the school may need to act to protect them or others. Language used about children will be considered carefully and adapted to the child's preference and the circumstances.

6. Prevention and whole-school culture

- Explicitly teach and model the Glebe Way and positive, respectful relationships.
- Use PSHE, relationships education, computing and wider curriculum opportunities to teach respectful behaviour, equality, online safety, safe reporting and bystander responsibility.
- Provide age-appropriate opportunities for pupils to understand bullying and the difference between conflict, unkindness and bullying.
- Use assemblies, Anti-Bullying Week, pupil leadership and Anti-Bullying Ambassadors to sustain awareness throughout the year.
- Provide visible and accessible ways to report concerns to safe adults.
- Ensure staff supervise known risk locations and times and share relevant information on a need-to-know basis.
- Challenge discriminatory language and behaviour consistently.
- Adapt prevention and reporting arrangements for pupils who may find communication or social situations difficult.
- Work with parents and carers to promote safe and responsible use of technology.

7. Reporting concerns

Pupils can report bullying to any member of staff, directly or with help from a friend, parent, carer or pupil ambassador. They may report something that has happened to them or something they have witnessed. Pupils will be thanked for speaking up and told what will happen next.

Parents and carers should report concerns promptly to the class teacher. Serious, repeated or safeguarding concerns may be raised directly with a member of the senior leadership team or the DSL. Concerns about how the school has responded may be pursued through the school complaints procedure.

Staff who receive or observe a concern must act. They should listen carefully, avoid promising confidentiality, make a factual record, preserve relevant evidence where appropriate, and report to the class teacher and/or senior leader. Any safeguarding concern must be passed to the DSL or deputy without delay.

8. Response procedure

1. Listen and reassure: take the report seriously, use the child's own words and establish immediate safety.
2. Record and report: make a clear factual record on the school's agreed system and alert the appropriate leader. Record safeguarding concerns in line with safeguarding procedures.
3. Triage risk: consider immediate danger, safeguarding thresholds, online spread, retaliation, vulnerability, discrimination and whether other children may be affected.
4. Investigate proportionately: speak separately to those involved and relevant witnesses, gather available evidence and avoid requiring the child to repeat their account unnecessarily.
5. Decide and act: determine whether the behaviour meets the definition of bullying and/or another category of harmful behaviour. Apply the Behaviour Policy and safeguarding procedures as appropriate.
6. Support and communicate: agree support and safety measures, inform parents or carers unless doing so would increase risk, and explain actions within the limits of confidentiality.
7. Review: check that the behaviour has stopped, that the child feels safe, and that actions have been effective. Escalate if concerns continue.

Where conduct outside school adversely affects pupils, the school community or the orderly running of the school, the headteacher may respond in line with the Behaviour Policy. The school may liaise with parents, the trust, the local authority, police, children's social care or other agencies where appropriate.

9. Support for pupils

9.1 Child who has experienced bullying

- A named safe adult and regular check-ins.
- A practical safety plan, including online safety steps where relevant.
- Pastoral, SEND or external support where needed.
- Reasonable adjustments to enable participation and reporting.
- Actions to restore confidence, relationships and access to learning without placing responsibility on the child to resolve the situation.

9.2 Child whose behaviour has caused harm

- A clear explanation of the impact and the behaviour that must change.
- A proportionate consequence in line with the Behaviour Policy.
- Assessment of underlying needs, context and risk, including SEND, communication, wellbeing or safeguarding needs.
- Teaching, reflection, reparation and targeted support to build safer behaviour.
- Close monitoring and escalation where behaviour persists or risk increases.

Support does not remove accountability. Consequences and support will be used together to promote safety and lasting change. Restorative work will only be used when safe, appropriate and agreed. A child will not be required to meet with another child as a condition of receiving support.

10. Vulnerability, equality and reasonable adjustments

Some pupils may be more vulnerable to bullying or may face barriers to recognising, reporting or describing it. Staff will be alert to additional risk linked to SEND, communication needs, disability, race, religion or belief,

family circumstances, care experience, health, identity, social isolation or previous harm. The school will make reasonable adjustments and will not assume that an absence of a verbal report means an absence of harm.

Prejudice-related incidents will be recorded and responded to explicitly. The school will consider whether wider education, safeguarding action or support for a group is required while maintaining confidentiality.

11. Online bullying

Online bullying will be treated as seriously as face-to-face bullying. Staff will consider the speed and reach of sharing, anonymity, permanence, altered or AI-generated material, impersonation, group dynamics and the possibility that harmful content may reappear. Pupils and families should not forward harmful content unnecessarily. Where appropriate, they should preserve evidence, report content through the platform, block contact and seek advice from school.

School staff will follow the Online Safety Policy, filtering and monitoring arrangements, and safeguarding procedures. Decisions about devices, searches or confiscation will be made only under the relevant school policy and statutory guidance.

12. Recording, confidentiality and information sharing

All reported bullying will be recorded on the school's agreed system, including the children involved, date and context, the child's account, actions taken, decisions and rationale, parent communication, support, review dates and outcomes. Safeguarding records will be held in accordance with the Child Protection and Safeguarding Policy.

Information will be shared on a need-to-know basis to protect children and support an effective response. The school cannot promise absolute confidentiality. Records will be stored securely and handled in accordance with data protection requirements.

13. Roles and responsibilities

13.1 Local Governing Body

- Approve and review the policy.
- Monitor the effectiveness of the school's anti-bullying strategy and safeguarding arrangements.
- Receive anonymised information on patterns, actions and impact, and provide strategic challenge.

13.2 Headteacher

- Ensure the policy is implemented consistently and linked to behaviour and safeguarding systems.
- Ensure staff understand reporting, recording and escalation arrangements.
- Ensure proportionate action is taken for incidents inside and outside school.
- Report serious or significant concerns to governors and relevant agencies as appropriate.

13.3 Designated Safeguarding Lead

- Advise on safeguarding thresholds, risk assessment, referrals and information sharing.
- Coordinate safeguarding responses where bullying is or may be child-on-child abuse.
- Ensure records show actions, decisions, rationale and outcomes.
- Identify patterns and ensure the views of children are considered.

13.4 All staff

- Model respectful behaviour and challenge harmful conduct.
- Listen, record and report concerns promptly.

- Follow the Behaviour Policy and safeguarding procedures.
- Complete required training and contribute to prevention and review.

13.5 Pupils

- Follow the Glebe Way.
- Report bullying or harmful behaviour and support others to speak to a safe adult.
- Do not join in, share harmful content or retaliate.

13.6 Parents and carers

- Report concerns promptly and share relevant information.
- Encourage children to report and not retaliate.
- Work with school on safety, support and behaviour plans.
- Monitor age-appropriate technology use and reinforce safe online behaviour.

14. Training and communication

Staff will receive appropriate induction and refresher training on bullying, child-on-child abuse, online safety, equality, recording and safeguarding escalation. Pupils and families will be informed about how to report concerns. The policy will be available on the school website and accessible formats will be provided on request.

15. Monitoring, evaluation and review

Senior leaders and the DSL will monitor reports for repetition, locations, times, groups, online patterns, prejudice-related themes, vulnerable pupils and recurrence. They will evaluate whether actions have stopped harm and improved safety, not simply whether an investigation has closed. Anonymised themes will inform supervision, curriculum, staff training, school improvement and governor oversight.

This policy will be reviewed annually and sooner where there is a change in statutory guidance, trust policy, local procedures or identified school need.

Appendix 1: Staff response checklist

- ☐ Is anyone in immediate danger or at risk of further harm?
- ☐ Have I listened without blame or leading questions?
- ☐ Have I explained that I may need to share information to keep children safe?
- ☐ Have I recorded the facts, the child's words and available evidence?
- ☐ Have I reported safeguarding concerns to the DSL or deputy immediately?
- ☐ Have appropriate leaders and parents/carers been informed, unless this would increase risk?
- ☐ Are support, safety measures and review dates in place?
- ☐ Has the outcome been checked with the child?

Appendix 2: Policy links and reference documents

Area	Reference
Internal policies	Behaviour Policy 2026-2027; Child Protection and Safeguarding Policy; Child-on-Child Abuse Policy; Online Safety Policy; Equality Policy; SEND Policy; Suspensions and Exclusions Policy; Complaints Policy.

Area	Reference
Statutory guidance	Department for Education, Keeping Children Safe in Education 2026; Working Together to Safeguard Children; Behaviour in Schools.
School message	STOP: Several Times On Purpose. Start Telling Other People.