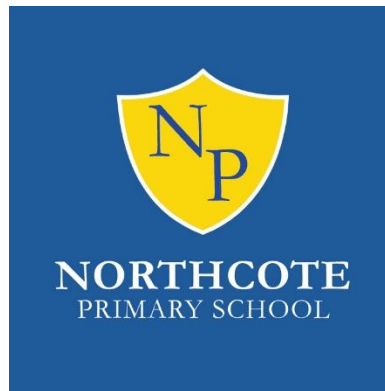


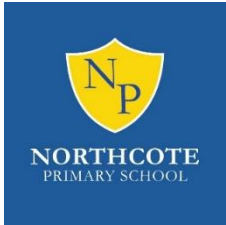
Northcote Primary School



Anti-bullying Policy

Written: October 2026
Next review: September 2027

Vision- *'Great things happen everyday'*



Northcote Primary School

Anti-bullying Policy

Review date: September 2027

To be read alongside:

- Behaviour and Relationships Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Acceptable Use Agreement
- Equality Policy

This policy operates in conjunction with the school's Behaviour and Relationships Policy and should be applied alongside the systems, sanctions, recording procedures and safeguarding processes outlined within that document.

1. Statement of Intent

At Northcote Primary School, we are committed to providing a safe, caring, inclusive and respectful environment where all children can learn, achieve and thrive.

Our vision of***"Great Things Happen Every Day"*** is underpinned by our values of **Caring, Learning and Growing** and our belief that every child has the right to feel safe and valued within our school community.

Bullying of any kind is unacceptable and will not be tolerated. We are committed to actively preventing bullying, responding quickly and effectively when concerns arise, and supporting both those who experience bullying and those who display bullying behaviours.

Northcote Primary School is a **telling school**. Pupils, staff, parents and carers are encouraged to report concerns so that appropriate support and intervention can be provided.

2. Legal Framework and Guidance

This policy has been developed with reference to:

- Keeping Children Safe in Education (KCSIE) 2026.
- Education and Inspections Act 2006.
- Equality Act 2010.
- Prevent Duty Guidance.
- DfE guidance: *Preventing and Tackling Bullying*.
- DfE guidance: *Behaviour in Schools*.
- DfE guidance regarding Online Safety and Mobile Phones in Schools. [\[Behaviour...26-27.docx | Word\]](#)

3. Definition of Bullying

There is no legal definition of bullying. However, bullying is usually defined as behaviour that is:

- Deliberately intended to hurt another person.
- Repeated over time.
- Difficult for the victim to defend themselves against.
- Intended to cause physical, emotional, social or psychological harm. [\[Behaviour...26-27.docx | Word\]](#)

Bullying can be carried out by an individual or a group.

A one-off disagreement, argument or falling-out, whilst unacceptable, is not always bullying. Staff will carefully investigate incidents and determine the most appropriate response.

4. Forms of Bullying

Bullying may include, but is not limited to:

Physical Bullying

- Hitting
- Punching
- Kicking
- Pushing
- Damaging belongings

Verbal Bullying

- Name-calling
- Insults
- Threats
- Teasing
- Offensive comments

Emotional or Social Bullying

- Exclusion
- Intimidation
- Humiliation
- Spreading rumours
- Manipulating friendships

Prejudice-Based Bullying

Bullying related to:

- Race or ethnicity
- Religion or belief
- Disability
- Sex
- Gender reassignment
- Sexual orientation
- Family circumstances
- Special Educational Needs

Sexual Harassment

- Unwanted comments
- Sexualised language

- Sexual harassment
- Unwanted physical contact

Cyberbullying

Bullying through the use of technology and online communication.

5. Equality and Inclusion

Northcote Primary School promotes equality, diversity and inclusion and will not tolerate discrimination, harassment or victimisation related to any protected characteristic identified within the Equality Act 2010.

Any bullying motivated by prejudice will be treated as a serious incident and will be dealt with through both the Behaviour Policy and safeguarding procedures where appropriate.

Racist incidents will continue to be reported in line with local authority procedures.

6. E-Safety, Cyberbullying and Online Behaviour

Northcote Primary School recognises that bullying increasingly occurs online and can have a significant impact on children's wellbeing, safety and education.

Cyberbullying may take place through:

- Social media platforms.
- Messaging applications.
- Online gaming platforms.
- Email.
- Mobile phones.
- Websites.
- Artificial Intelligence (AI) technologies.
- Image and video sharing services.

Examples of cyberbullying include:

- Sending abusive or threatening messages.
- Sharing embarrassing images or videos.
- Excluding individuals from online groups.
- Deliberately spreading rumours online.
- Impersonating others.
- Creating or sharing manipulated images.
- Creating AI-generated content designed to embarrass, threaten or harm.
- Targeted online harassment.
- Sharing discriminatory content.

Where online behaviour:

- Causes harm to another pupil,
- Creates a safeguarding concern,
- Damages the wellbeing of members of the school community,
- Impacts learning, or
- Brings the school into disrepute,

the school may apply sanctions in accordance with the Behaviour and Relationships Policy, even when the behaviour takes place outside school hours.

The school provides regular online safety education through:

- The PSHE curriculum.
 - Computing lessons.
 - Assemblies.
 - Anti-Bullying Week.
 - Online safety awareness events.
 - Safeguarding education regarding emerging technologies, including AI.
-

7. Safeguarding

The school recognises that bullying can constitute a safeguarding concern.

Particular concern may arise where bullying involves:

- Child-on-child abuse.
- Sexual harassment.
- Sexual violence.
- Racist abuse.
- Homophobic or transphobic abuse.
- Online exploitation.
- Sharing of sexual images.
- Hate incidents.
- Coercive behaviour.
- Criminal behaviour.

Where bullying raises safeguarding concerns, staff will follow the school's Child Protection and Safeguarding Policy and refer concerns to the Designated Safeguarding Lead without delay.

8. Signs and Indicators

Children experiencing bullying may:

- Become withdrawn.
- Show anxiety or distress.
- Refuse to attend school.
- Experience a decline in academic performance.
- Become upset after using technology.
- Avoid social interaction.
- Display changes in behaviour.
- Report feeling unsafe.
- Report concerns through trusted adults or school systems.

These indicators do not necessarily mean bullying is occurring but should always be explored appropriately.

Reporting Concerns

9. Pupils may report bullying by:

- Speaking to any member of staff.
- Speaking to a trusted adult.
- Using classroom feelings boxes.
- Informing parents or carers.
- Reporting concerns through pastoral support systems.

Parents and carers are encouraged to contact the school immediately if concerns arise.

All reports will be taken seriously and investigated promptly.

10. Responding to Bullying

When bullying is reported or identified, staff will:

1. Listen carefully to all parties.
2. Record concerns appropriately.
3. Investigate thoroughly.
4. Support the victim.
5. Address the behaviour displayed by the pupil responsible.
6. Inform parents and carers where appropriate. (See Appendixes)
7. Implement sanctions where required.

Monitor the situation to prevent recurrence.

Responses may include:

- Restorative conversations.
 - Behaviour targets.
 - Pastoral support.
 - Learning mentor intervention.
 - Loss of privileges.
 - Loss of playtime.
 - Internal consequences.
 - Suspension.
 - Permanent exclusion in the most serious circumstances.
-

11. Recording and Monitoring

All significant bullying incidents will be recorded on **CPOMS** in accordance with the Behaviour and Relationships Policy.

School leaders will:

- Monitor incidents.
- Identify patterns and trends.
- Analyse data termly.
- Report relevant information to governors.
- Review the effectiveness of interventions.

12. Supporting Pupils

Support for Pupils Experiencing Bullying

The school may provide:

- Regular check-ins.
- Emotional support.
- Learning mentor support.
- Pastoral interventions.
- Restorative approaches where appropriate.
- Safeguarding support where required.

Support for Pupils Displaying Bullying Behaviour

The school believes that behavioural change is possible and will support pupils to:

- Understand the impact of their behaviour.
- Develop empathy.
- Improve relationships.
- Take responsibility.
- Make amends.
- Access additional support where necessary.

13. Preventative Measures

To reduce bullying and promote positive relationships, Northcote Primary School will:

- Promote the values of Caring, Learning and Growing.
 - Explicitly teach respectful behaviour through the school's Behaviour Curriculum.
 - Deliver high-quality PSHE education.
 - Teach online safety and digital citizenship.
 - Celebrate Anti-Bullying Week annually.
 - Promote pupil voice through the School Council.
 - Maintain strong safeguarding procedures.
 - Encourage positive peer relationships.
 - Promote inclusion and respect for diversity.
 - Accurate reporting to parents identifying next steps and consequences of behaviours if they continue.
- (See Appendixes 1,2)

14. Roles and Responsibilities

Governors

Governors will monitor the effectiveness of this policy and hold leaders accountable for its implementation.

Headteacher and Senior Leaders

Senior leaders will ensure that:

- Incidents are investigated appropriately.
- Staff receive appropriate training.
- Bullying data is monitored.
- Safeguarding concerns are addressed promptly.

Staff

All staff are responsible for:

- Challenging bullying behaviour.
- Reporting concerns.
- Supporting pupils.
- Modelling respectful behaviour.
- Promoting positive relationships.

Pupils

Pupils are expected to:

- Treat others with kindness and respect.
- Report concerns.
- Support others.
- Follow the school's Code of Conduct.

Parents and Carers

Parents and carers are encouraged to:

- Report concerns promptly.
 - Support school investigations.
 - Reinforce positive behaviour expectations at home.
-

Appendixes

Parent letter 1

Re: Behaviour Concerns – [Pupil Name]

Dear [Parent/Carer Name],

I am writing to make you aware of concerns that have been raised regarding [Pupil Name]'s recent behaviour towards another pupil/pupils in school.

Staff have become aware of a number of incidents involving [Pupil Name] which have caused concern. These include:

- [Brief, factual description of incident/behaviour]
- [Brief, factual description of further incident/behaviour]
- [Any additional concern, if appropriate]

While individual disagreements and friendship difficulties can occur between children, **the nature and/or repeated pattern of the behaviour we are currently seeing means that these incidents could be considered bullying behaviour and therefore need to be taken seriously.**

At Northcote Primary School, we expect all pupils to treat one another with kindness and respect. Our values of **Caring, Growing and Learning** underpin these expectations, and every child has the right to feel safe, happy and supported in school.

Action Being Taken

We have spoken with [Pupil Name] about the concerns and have made clear the standards of behaviour that we expect. Staff will now:

- monitor [Pupil Name]'s behaviour and interactions closely;
- reinforce expectations around respectful and kind behaviour;
- provide appropriate pastoral support and guidance;
- support [Pupil Name] to understand the impact their words and actions can have on others;
- intervene promptly if any further incidents occur; and
- maintain a record of any further concerns so that we can identify whether a pattern of behaviour is continuing.

Where appropriate, restorative conversations may also be used to help pupils understand what has happened, take responsibility for their actions and rebuild positive relationships.

Working Together

At this stage, our intention is to work positively with [Pupil Name] and with you to prevent these concerns from developing further.

We would therefore ask you to speak with [Pupil Name] at home about the importance of treating other children with respect and kindness, including during times of disagreement or conflict. It is particularly important that [Pupil Name] understands that **repeated behaviour which deliberately or persistently causes another child distress, fear or upset is unacceptable.**

We hope that, with a consistent approach between home and school, [Pupil Name] will respond positively and that no further concerns will arise.

However, **should there be further incidents or should a pattern of behaviour continue, we will need to consider the matter further under the school's Behaviour and Relationships Policy and Anti-Bullying Policy. This may result in further intervention, a formal behaviour support plan and a meeting with parents/carers.**

Please be assured that our aim is to support [Pupil Name] in making positive choices while also ensuring that every child at Northcote Primary School feels safe and respected.

Thank you for your support and cooperation. If you wish to discuss the matter further, please contact the school.

Yours sincerely,

Gary Anders

Letter 2

Dear [Parent/Carer Name],

Re: Ongoing Behaviour Concerns – [Pupil Name]

I am writing as a follow-on to our previous communication dated [insert date], in which we outlined concerns regarding [Pupil Name]'s involvement in incidents of unkind and bullying behaviour, as well as the need for significant improvement in their conduct.

Since that time, staff have continued to monitor [Pupil Name]'s behaviour closely. While we always seek to support our pupils in making positive changes, we must inform you that further concerns have been raised. These incidents include:

- [Brief, factual description of new concerns]
- [Another short, objective point if needed]

This behaviour does not align with our school's expectations, nor with the values we promote around respect, kindness, and ensuring that all pupils feel safe and supported.

Next Steps

To help [Pupil Name] make the improvements needed, we will be implementing the following actions:

- Continued behaviour monitoring and regular check-ins with [staff member].
- A clear behaviour improvement plan outlining expectations and consequences.
- Additional support where appropriate, such as pastoral sessions, restorative conversations, or social-skills guidance.

We ask for your support in discussing these expectations with [Pupil Name] at home, reinforcing the importance of positive behaviour, respectful communication, and the impact their actions may have on others.

Meeting Request

We would like to invite you to a meeting on:

Date: [insert date]

Time: [insert time]

Location: [insert place]

This will allow us to discuss the situation in more detail, agree on a consistent plan moving forward, and ensure that [Pupil Name] is fully supported in making lasting improvements.

Thank you for your cooperation. Our priority remains ensuring a safe and positive learning environment for all pupils, and we believe that working together will help achieve the best outcome for [Pupil Name].

If you have any questions prior to the meeting, please do not hesitate to contact me.

Dear [Parent/Carer Name],

Final Behaviour Warning – Risk of Exclusion

I am writing to follow up on previous correspondence and discussions regarding ongoing concerns about [Pupil Name]'s behaviour, particularly in relation to repeated incidents of bullying and conduct which does not meet the expectations of our school community.

Despite the support and opportunities provided to help [Pupil Name] make positive changes, including:

- [Behaviour monitoring / Pastoral support / Restorative work]
- [Meetings with staff]
- [Any specific implemented strategies]

we must inform you that further incidents have occurred. These include:

- [Brief, factual description of recent behaviour]
- [Additional point if needed]

This persistent pattern of behaviour is causing significant disruption and is negatively affecting the wellbeing of other pupils. It is essential that every child in our school feels safe, respected, and supported—and the behaviour we continue to see from [Pupil Name] falls well below the standards required.

Final Warning

Please be aware that this letter constitutes a final formal warning.

If [Pupil Name] engages in any further incidents of bullying, aggression, or serious misconduct, the school will have no option but to proceed with exclusion, which may include:

- A fixed-term exclusion

and/or, where necessary,

- Consideration of a permanent exclusion, in line with statutory guidance.

This is not a step we wish to take, but the safety and welfare of all pupils must remain our priority.

Required Actions

To avoid escalation to exclusion, [Pupil Name] must demonstrate an immediate and sustained improvement in behaviour. We will continue to support them through:

- Regular check-ins with [staff member]
- A reviewed behaviour plan with clear expectations
- Pastoral or wellbeing support where appropriate

We ask that you discuss this matter seriously with [Pupil Name] and work with us to reinforce the importance of making positive choices.

Meeting Request

We would like to meet with you on:

Date: [insert date]

Time: [insert time]

Location: [insert location]

This meeting will outline expectations clearly, give you the opportunity to discuss any concerns, and ensure that [Pupil Name] receives consistent support both at home and in school.

Thank you for your attention to this serious matter. We remain committed to working with you to ensure the best possible outcome for [Pupil Name] and to maintain a safe, respectful environment for all pupils.

If you have any questions before the meeting, please contact the school office.

Yours sincerely,

Gary Anders

Policy Review

This policy will be reviewed annually by the Headteacher, or sooner if legislation or guidance changes.

Review Date: October 2027

This revised version aligns fully with the school's Behaviour and Relationships Policy, safeguarding procedures, Equality Act duties, KCSIE requirements and current expectations around e-safety, cyberbullying and emerging technologies.