Forest Glade Primary School

Anti-Bullying Policy

2026-2027

Flying High Partnership

Forest Glade Primary School Anti-Bullying Policy

November 2026

Introduction

At Forest Glade Primary School we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Forest Glade Primary School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been reviewed for 2026/2027 with regard to Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, the Department for Education's Preventing and Tackling Bullying guidance and the Equality Act 2010. It should be read alongside our Behaviour Policy 2026–2028 and Child Protection Policy 2026/2027, including its interim addendum. The original policy was formulated in consultation with the school community, with input from:

- Members of staff
- Parents/carers
- Pupils
- Governors

This policy is available:

- Online on our school website
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher Steven Champion has overall responsibility for Anti-Bullying at our school. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Deputy Headteacher and Anti-Bullying Coordinator Simon Downie oversees the school's anti-bullying response and is responsible for:

Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)

- Implementing the policy and monitoring/assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

The Designated Safeguarding Lead (DSL) is Steven Champion. Simon Downie, Deputy Headteacher, is the Deputy DSL; Louise Armitage and Nicola Jackson are additional safeguarding leads. Safeguarding is everyone's responsibility. Staff, parents/carers and pupils must know how to report concerns. Concerns must be reported to the DSL or a deputy without delay; their absence must not delay protective action or a direct referral where necessary.

The nominated Governor with responsibility for Anti-Bullying and Behaviour is Amanda Robinson.

The SENDCo, Robin Edwards, works with the Anti-Bullying Coordinator, DSL, staff and families to adapt reporting arrangements and support to individual communication and learning needs. Robin Edwards advises on reasonable adjustments and individual support plans. Staff must not assume that changes in behaviour or presentation are explained by SEND or allow this to obscure a safeguarding concern.

What is bullying and how does it differ to relational conflict?

At Forest Glade Primary School we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

"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."

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Staff must not wait for behaviour to be repeated, or for it to meet the definition of bullying, before taking action to protect a child. A single incident may require an immediate safeguarding response. Prejudice-based and discriminatory harm must be recognised, recorded and addressed, including within child-on-child abuse arrangements where appropriate, and not treated solely as a behaviour matter. The absence of previous reports does not mean that harm is not occurring.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

What does bullying behaviour look like?

At Forest Glade Primary School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Friendly exchanges are part of positive relationships, but bullying, abuse and discriminatory behaviour will never be dismissed as 'just banter', a joke or part of growing up. Staff will listen to the child, consider the impact and wider context, and act on any concern that an exchange is unwanted, intimidating or harmful.

When distinguishing friendly interaction from bullying, staff will consider the child's account, the behaviour's impact, any imbalance of power, repetition, coercion and the children's ages, developmental stages and needs, as well as intention and content. A claimed lack of harmful intent does not remove the need to respond. Children will not be expected to accept unwanted teasing or participate in a restorative meeting to prove that they can take a joke.

Where does bullying take place?

At Forest Glade Primary School we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

Online bullying may include impersonation, altered or AI-generated content, harmful group messages and repeated sharing by others. Staff report online safeguarding concerns to the DSL without delay and follow the Child Protection Policy's procedures for handling harmful digital material. Concerns arising through school devices or networks are referred to LEAD IT where filtering or monitoring needs review. Staff must not upload confidential incident records or identifiable pupil information to AI tools.

How to report bullying concerns

At Forest Glade Primary School we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen calmly, reassure the pupil and explain the next steps without promising secrecy. All reports of bullying are referred directly to senior leaders and recorded on CPOMS. Staff without CPOMS access must complete a logging concern form and pass it immediately to the DSL or a deputy for recording. Any safeguarding concern must be reported to the DSL or a deputy without delay; a written or electronic record does not replace direct communication where urgent action is needed.

We understand that some pupils find it difficult to report concerns verbally. Children can share a note or drawing through the worry monsters in each classroom, which are checked regularly and concerns addressed. Our daily Reflect activity also provides an opportunity to identify worries and follow them up. Staff explain these arrangements regularly and adapt communication and reporting methods to individual needs. Children should tell a trusted adult straight away if they feel unsafe rather than wait for a written concern to be checked.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email/via Class Dojo) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will record the report on CPOMS and refer it directly to senior leaders. Any safeguarding concern must be reported to the DSL or a deputy without delay, without waiting for a meeting or further evidence. Parents/carers may contact the DSL or a deputy directly where they have a safeguarding concern.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

Staff must refer all reports of bullying directly to senior leaders and ensure they are recorded on CPOMS, using a logging concern form passed immediately to the DSL or a deputy where they have no direct access. Any safeguarding concern must be reported to the DSL or a deputy without delay. Staff must record the child's account, relevant observations, decisions, reasons, actions and outcomes, distinguishing fact from opinion. Information is shared only with those who need it to safeguard or support the children.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

Visitors who witness or are told about bullying must report it promptly in person to the DSL, a deputy or a senior leader. Safeguarding concerns must be reported without delay and must not wait until the end of the day. The receiving member of staff will ensure the concern is recorded on CPOMS, referred directly to senior leaders and brought immediately to the DSL or a deputy where safeguarding concerns arise. A written note alone is not sufficient where urgent action is required.

How our school will respond to reports of bullying

At Forest Glade Primary School all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Bullying is a serious behaviour incident: staff refer it directly to senior leaders and record it on CPOMS rather than waiting for the ordinary Steps of Support thresholds. Our response reflects connection before correction, Emotion Coaching and unconditional positive regard, while maintaining clear boundaries and protecting children from further harm. Children are supported to regulate before reflection and repair. Safeguarding action takes priority and is not replaced by a restorative conversation or behaviour consequence.

Our school records all reports of bullying on CPOMS, including relevant discriminatory and online incidents. Senior leaders review patterns, actions and outcomes to inform prevention, staff training, supervision and support. Relevant information is shared with staff on a need-to-know basis; confidential case details are not shared routinely at whole-staff meetings. Records include review arrangements so that leaders can check whether children feel safe and whether the behaviour has stopped.

The DSL will coordinate any safeguarding response, including immediate safety planning, risk assessment and referral where required. Staff must not investigate safeguarding concerns themselves or prejudice external enquiries; any school behaviour investigation will be coordinated with the DSL and relevant agencies. Restorative work is used only when safe, appropriate and freely agreed, taking account of any power imbalance; a child who has experienced harm will not be required to meet the child alleged to have caused it. Parents/carers are normally informed, unless the DSL judges that doing so could increase risk or prejudice an enquiry. In immediate danger, call 999; the absence of the DSL or a deputy must not delay protective action.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement fair, lawful and proportionate consequences and support in accordance with our Behaviour Policy 2026–2028. Responses will be selected
  according to the seriousness and context of the incident, the child's age and needs and any required reasonable adjustments, making clear that bullying is unacceptable. Earned rewards are never removed. Where used, 'time to repair' follows the Behaviour Policy and lasts no more than 10 minutes.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments,

but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Nottinghamshire MASH
- Use Nottinghamshire's current thresholds and referral pathways with the DSL to consider Early Help, Family Help or statutory support where
  appropriate. An assessment or attempt to obtain consent must not delay a child protection referral or other necessary protective action.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for preventing bullying

At Forest Glade Primary School, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

Prevention is rooted in the children's characteristics under Unique, Exceptional and Sustainable, particularly kindness, effective communication and responsibility. Staff model these characteristics, explicitly teach safe and respectful relationships, reinforce online safety and help children recognise harm and seek support. Teaching is progressive, age-appropriate and accessible, with adjustments where needed, and reflects the statutory Relationships Education and Health Education requirements in force from September 2026.

The strategies we use include, but are not limited to:

- Active school council with representatives from each year groups
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Drop down days / themed days to promote equality and tackle prejudice
- End of term / end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Nurture groups, drawing and talking and counselling for identified students
- Specific initiatives for identified individuals or groups
- Parent information area on the school website
- Parent events
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	How it may link
Child-on-child Abuse Policy (Previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Behaviour Policy	Behaviour Policy 2026–2028: relational practice, Emotion Coaching, rewards, Steps of Support, direct SLT referral for bullying, proportionate consequences and SEND adjustments
Child Protection Policy 2026/2027 (including interim addendum)	Reporting, recording, child-on-child abuse, prejudice-based harm, contextual and online safeguarding, information sharing and referral procedures
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
RSHE / PSHE Policy	Includes information about our school's RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Useful documents and websites

- Keeping Children Safe in Education (KCSIE) 2026: current statutory guidance, including the requirement for all staff to read Part one in full: Keeping children safe in education – GOV.UK
- Working Together to Safeguard Children: Working together to safeguard children - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying: DfE guidance on prevention, response and support for pupils who are bullied: Preventing bullying – GOV.UK
- Equality Act 2010 guidance: Equality Act 2010: guidance - GOV.UK (www.gov.uk)
- Education and Inspections Act 2006: Education and Inspections Act 2006 (legislation.gov.uk)
- Relationships Education and Health Education: use the current statutory guidance, in force from 1 September 2026, for primary provision: Current statutory curriculum guidance – GOV.UK
- Nottinghamshire Safeguarding Partnership (NSCP) Policy, Practice and Guidance Nottinghamshire Safeguarding Children Partnership
- Nottinghamshire Schools' Portal – Tackling Emerging Threats to Children (TETC) pages Information and Resources for Schools | NCC Schools Portal (nottinghamshire.gov.uk)
- Anti-Bullying Alliance website for information about bullying, Anti-Bullying week, whole school approaches etc.: Anti-Bullying Alliance

This policy focuses on pupils. Concerns about bullying or harassment of staff are managed through the trust's staff conduct, grievance, dignity at work and safeguarding procedures as applicable, with regard to the DfE's July 2026 guidance on preventing and tackling bullying and harassment of school staff.

Monitoring and Review

This policy is reviewed at least annually and sooner where guidance, safeguarding information or learning from incidents requires change. The Anti-Bullying Coordinator and DSL review patterns and outcomes with senior leaders, taking account of pupil and parent/carer feedback and whether children feel safe. Governors receive appropriate assurance while individual case information remains confidential.

Policy period: 2026/2027
Reviewed: November 2026
Date approved by the Governing Body: [to be confirmed]
Next scheduled review: November 2027