Monkfield Park

Primary School and Care & Learning Centre

Anti-Bullying Policy

Approved by the Governing Body in:
Summer 2026

1 Context

1.1 Aims

As a school, we believe that all children have the right to learn in an environment where they feel safe.

The aims of this policy are to:

 create an environment in which everyone agrees that bullying is unacceptable.

 establish an agreed definition of bullying, so it may be distinguished from relational conflict

 outline how we involve the whole school community to developing an Anti-Bullying ethos

 share the principles behind our programme of preventative education

 detail how we respond to instances of bullying behaviour.

1.2 Defining Bullying

At Monkfield Park we define bullying as:

 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. (Antibullying Alliance definition)

There is no legal definition of bullying. This is the definition we have adopted as a school through consultation with children, parents/carers and staff.

The four key elements of this definition are that the behaviour is:

 hurtful/negative

 intentional

 repetitive

 involves a power* imbalance

*Power may relate to physical size or number of people involved in the behaviour. It may also be related to the target being part of a marginalised group e.g. protected characteristic, care experienced, FSM. Power imbalance may also be created by repetition of the behaviour, which disempowers the target.

We will use the terms:

 'Bullying behaviour' rather than describing a person as a 'bully'. We intend that this will avoid the self-fulfilling effect of labelling. It also reminds adults that a person has many characteristics, in addition to bullying behaviour.

. We will avoid using the word 'victim' to describe the person who is being bullied. We might use alternatives such as 'target' or 'person being bullied'. We intend that this will avoid the self-fulfilling effect of labelling.

Bullying behaviour may be:

 Physical- for example pushing, poking, kicking, hitting, biting, pinching

 Verbal – for example name-calling, teasing, belittling, threatening

 Indirect – for example spreading rumours, leaving someone out

 Cyberbullying – for example cyberbullying, spreading rumours, exclusion, secret sharing, and damaging belongings.

These different forms of bullying may occur separately or coexist.

We know that experiencing bullying can have a significant, negative and lasting impact on a child's physical, emotional and mental wellbeing. We also recognise the negative impact that engaging in bullying behaviours or witnessing the bullying of another can have.

1.3 Wider Context

We recognise that bullying remains an issue in and out of schools. Nationally, The Good Childhood Report 2020 found that 38.6% of children reported having experienced at least one form of bullying in school over the past 6 months.

Section 89 of the Education and Inspections Act (2006) states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The Education Inspection Framework (2025) sets out the ways that schools will be held to account in relation to bullying. Effective prevention and action will be assessed when considering practice relating to safeguarding, attendance and behaviour, and personal development and wellbeing. Inspectors will make a judgement on whether leaders are: 'creating an environment in which pupils feel safe, and in which bullying, unlawful discrimination, harassment (including sexual harassment), victimisation, physical and sexual abuse and/or violence and emotional abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively.' State-funded school inspection toolkit version 1.1

It is a statutory requirement for schools to set out the measures they take to prevent bullying. We describe our approach in this standalone policy, which must be read in close conjunction with our Behaviour, Safeguarding, Relationships Education, Acceptable Use and PSHE policies.

This policy outlines both the preventative work we do with the children to reduce the risk of bullying behaviour occurring, and how we respond when incidents of bullying arise. This policy is consistent with the DfE publication Preventing and Tackling Bullying (2017) and the DfE statutory requirements for Relationships Education and Health Education (2025).

1.4 Inclusion

We are aware of our responsibilities under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We recognise that any chid may be affected by bullying. We also seek to raise awareness via our preventative education programme with the children that sometimes bullying is related to prejudice. This learning aims to support children to recognise the views of others and to help them understand that identities, lifestyle choices and attitudes will differ among people, but that prejudice and intolerance are always unacceptable.

See our Relationships Education Policy for more detail about how our Relationships Education prevents behaviours such as LGBT+phobic, racist, sexist, disablist and faith-based bullying, supporting all pupils but especially those:

- with Special Educational Needs and Disabilities (SEND)
- who are care-experienced
- who are economically disadvantaged.

1.5 Safeguarding

Keeping Children Safe in Education states that all staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that child-on-child abuse includes bullying, both on and offline. When staff have concerns about peer on peer abuse, this information is shared with the Designated Safeguarding Lead in line with our Safeguarding and Child Protection Policy.

We are aware that bullying may also occur between adults and children. If this occurs, responses may go beyond the scope of this policy and will refer to KCSIE.

For further information about how our Relationships Education helps us fulfil our statutory safeguarding duties, see the Relationships Education Policy.

2. Involving the Whole School Community

2.1 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, at least every 3 years.

2.2. Engaging with Pupils

We will involve pupils in the evaluation and development of the Anti-bullying Policy in ways appropriate to their age.

 We will refer to local/countywide/national data e.g. Health Related Behaviour Survey for our school/district.
 We will obtain pupils views about which parts of school feel safe to them and how pupils could be helped to feel safer in school. This might be in their PSHE lessons..
 We will ask pupils to reflect on their learning and set goals for future learning.
 We will consult pupils (e.g. through School Council) about their perception of the strengths of our Anti-bullying provision and the areas to be further developed.

2.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able consider the extent to which leaders, teachers and learners create an environment where bullying, child-on-child abuse or discrimination are not tolerated and establish whether staff deal with bullying issues quickly and effectively when they do arise. In order to facilitate this process, the Anti-Bullying Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website.

2.4 Communicating with Parents/Carers

Parents/carers are the first educators of their children about relationships, emotions, empathy and respect and we seek to work in partnership with parents/carers in our approach to Anti-bullying. We will encourage this partnership by:

 Sharing details of our Anti-bullying approach on our website
 Informing parents/carers by letter or Seesaw of forthcoming Anti-Bullying topics, which are predominantly taught through our PSHE curriculum, e.g. Anti-bullying, Diversity and Communities, Personal Safety
 Informing parents/carers about our Anti-bullying approach as their child joins the school through the school prospectus/website
 Inviting parents to discuss their views and concerns about Anti-bullying via the annual parent survey and home-school communication systems.
 Signposting parents/carers to sources of support to help them address the needs of their child if their child has been affected by, is engaging in, or has witnessed bullying behaviours.

3. The Role of Preventative Education

3.1 Principles

This Anti-bullying Policy is set within the wider context of the school's overall aims and values.

We recognise that effective preventative education can reduce the risk of bullying occurring. We know that children learn about skills, which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills. All members of staff understand their role in supporting our strong anti-bullying culture.

3.2 Curriculum Organisation

In accordance with the DfE statutory requirements for Relationships Education and Health Education (2025), pupils will learn:

- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help *(Respectful, kind relationships - Relationships Education).*
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype *(Respectful, kind relationships-Relationships Education).*
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others *(General Wellbeing - Health Education).*
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults (*Wellbeing Online-Health Education*).

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering PSHCE with an Anti-Bullying focus, which includes their 'Anti-Bullying' units of work.

The Anti-bullying Units of Work provide the opportunity for pupils to learn, in an age-appropriate way, about:

- *the sort of behaviour that constitutes bullying, including online bullying*
- *how people can be affected by bullying*
- *the role that bystanders can play in worsening or improving a bullying situation*
- *the difference between bullying and falling out, including strategies for resolving a falling-out*
- *which trusted adults they could speak with if they were affected by bullying in school or in the community*
- *assertiveness strategies that could help them in a bullying situation*
- *ways in which pupils, teachers and parents/carers can work together to reduce bullying.*

Other topic areas which support learning about Anti-bullying are:

- *Diversity and Communities - learning about the breadth of different family structures, lifestyles, religions and cultures and understanding how to show respect and celebrate difference.*
- *Digital Lifestyles - learning about how to navigate their online relationships positively and access help if they are worried about something online.*
- *Family and Friends - learning skills for developing and sustaining healthy friendships, including how to apply principles of mutuality, equality, respect and loyalty across different types of relationships.*
- *Personal Safety - learning how to recognise when they are feeling unsafe, and how to ask for help and support.*

Anti-bullying will be taught via:

 PSHCE through designated lessons, circle time, participation in Anti-bullying week, other focused events and themed weeks,
 Other curriculum areas, especially English, RE and computing
 Enrichment activities, especially our assembly programme.

For further information about our PSHCE Curriculum, including how we select appropriate teaching resources, see our PSHCE Policy and Relationships Education Policy.

3.3. Teaching Methodologies

We apply the same principles when teaching about Anti-bullying as in our wider PSHE teaching and deploy the same range of methodologies. For more information about our PSHE teaching methodologies see our PSHCE Policy and Relationships Education Policy.

We recognise that there will be some children within the school who have previously or are currently affected by bullying and we will employ teaching and learning strategies to support all children to access the learning in a way which feels safe for them, including:

Using Distancing Techniques such as fiction, puppets, role-play, videos, which enable them to discuss issues without disclosing personal experience.

Establishing Ground Rules such as not naming others when discussing friendship/bullying experiences, the right to pass during Circle Time activities/drama activities, using safe language to enable all children to feel safer as they participate in learning in this subject area.

4. Responding to Bullying

4.1 Receiving a Report of Bullying

The school encourages and equips the whole school community to report all incidents of bullying via MyConcern, (including cyberbullying) including children who have experienced being bullied and bystanders who have witnessed an incident. Our preventative curriculum includes helping children to recognise bullying behaviours and identifying their trusted adults in and out of school.

All staff are trained on the need to take reports of bullying seriously, including when to involve a / Designated Safeguarding Lead. All staff will act promptly when responding to reports of bullying. Staff who are not able to respond directly, who may not have a child facing role, will inform a colleague. Their first priority is to reassure the child that they have done the right thing by reporting the incident and to have a conversation with the children targeted by the bullying behaviour to establish their views and feelings.

Where parents/carers have concerns about bullying, because their child has been the target of bullying, is exhibiting bullying behaviours or they have witnessed other children exhibiting bullying behaviours, they are asked to inform the Class Teacher in the first instance. Senior members of staff such as Key Stage Leaders/ Designated Safeguarding Lead/ Headteachers will be involved where appropriate.

4.2 Identifying Bullying

Staff are also trained to look out for signs/indicators that a child may be experiencing bullying, such as an unexplained change in a child's behaviour or demeanour, and such concerns will always be followed up with a conversation with the child in which the child is given the opportunity to share any worries, or name another staff member they would like to talk with.

We are aware that bullying behaviour is often made up of a series of incidents. See our Behaviour Policy for details of how we recognise, record and address examples of unkind behaviour. We use our definition of bullying to assess situations as they arise and judge whether or not bullying has occurred. We will also review behaviour records regularly to assess whether a pattern of potential bullying behaviour may be developing.

4.3 Recording Bullying Incidents

When an incident of bullying (including cyberbullying) is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Bullying incidents are recorded on our electronic recording system My Concern. Designated Safeguarding Leads are responsible for the management of these records. Our records will be reviewed termly to ensure patterns of behaviour are identified and suitable interventions put in place where needed.

Our recording system captures if the incident is a Prejudice Related Incident. This information is collated and shared with the Local Authority/Governing Body. We analyse this information at school level to identify any patterns of behaviour and consider tailoring our curriculum provision in the light of this analysis.

4.4 Restorative Approaches- The Support Group Method

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them and their parents/carers.

The school will initially consider the use of a restorative approach to resolve the situation. A restorative approach involves those who have displayed or supported bullying behaviour focusing on their unacceptable behaviour, supporting them to develop empathy towards those involved and recognising their thoughts and feelings. This process ensures children causing harm are held to account for their behaviour by enabling them to:

 include everyone affected by or involved in the bullying situation
 create opportunities for dialogue
 enable the perpetrator/s to understand the effect of their actions and acknowledge the harm caused
 agree on positive steps to improve the situation

4.5 Supporting Those Affected by Bullying Behaviours

The priority for staff in supporting a child who has been targeted by bullying is to ensure that they feel safe in school. We seek to be led by the child's wishes and to be flexible in our approach to enable them to feel safe in and around school. This sort of support may also be offered to bystanders who have witnessed bullying behaviour.

We recognise that if a child feels unsafe at school, that this is not always the result of things that happen at school. We will be aware that occurrences online and out of school may impacts on a child's feeling of safety. We have a duty to support children with these matters as well. (KCSIE)

There are a range of strategies that may be deployed to support a child affected by bullying behaviours, including:

 Providing a named adult in school with whom the child feels comfortable talking to about the situation to
monitor the situation and check in regularly with the child
 Providing supportive and nurturing structures such as a ELSA or support from the Family Support Worker.
 Participating in whole class PSHE/Circle Time sessions to access aspects of the Anti-bullying Preventative Education Curriculum content.
 Accessing social skills groups to develop emotional resilience and build communication skills.
 Accessing support from external agencies and professionals including counselling services, educational
psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.

As a school, we have a duty of care towards all children and we recognise that children who display bullying behaviours may have significant unmet needs of their own. We seek to support children who have displayed bullying behaviours to develop their empathy skills and make more positive behaviour choices in future. This support might include:

 Restorative work to help the child recognise to the harm they have caused, learn from it and repair the harm.
 Attendance at social skills groups to develop skills of listening, negotiating and empathising with others and techniques for managing conflict and peaceful problem solving
 Providing structured positive playtime/lunchtimes using the OPAL lunchtimes.
 Participating in whole class PSHE/Circle Time sessions to access aspects of the Anti-bullying Preventative Education Curriculum content.
 Accessing support from external agencies and professionals including counselling services. educational
psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services.

The school will draw upon the school's Behaviour Policy and follow the staged approach, which includes:

-Protective and educational consequences.
-Positive phrasing (e.g. stand next to me, walk beside me)
-Risk Management Plan if behaviour displayed is persistent/dangerous.

In certain cases of bullying, the school will consider the use of disciplinary sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy. Disciplinary sanctions are intended to:

 Impress on the perpetrator that what he/she has done is unacceptable
 Deter him/her from repeating that behaviour
 Signal to other children that the behaviour is unacceptable and deter them from doing it.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

4.6 Working with Parents/Carers

Where the school has become aware of a bullying situation, the parents/carers of the child/young person who is being bullied will be informed via a phone call and parents/carers will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's electronic recording system My Concern.

If a parent/carer makes a report that their child is being bullied, the school staff member receiving the report will listen to their concerns. The staff member will make further investigation as necessary and record the report. They will assess whether the behaviours described fall into the school definition of bullying. Care will be taken to ensure that the parents/carers and child/ren know the actions taken as a result of the report.

The parents/carers of the child displaying bullying behaviours will also be invited to the school to discuss the situation. The school seeks to work in partnership with parents/carers to help children to learn about the consequences of their behaviour choices and to support them to adopt positive behaviour choices in future. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's electronic recording system My Concern.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

4.7 Out of School Bullying/Cyberbullying

The school recognises that bullying can and does happen outside school and in the community. Bullying is a societal issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens. The School has specific powers to intervene in cases of cyberbullying and bullying on the way to and from school.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

 Raise awareness among the whole school community of possible risks within the community.
 Alert colleagues in other schools whose pupils are bullying off school premises.
 Contact local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations).
 Map safer routes to school in the event of a child being bullied on their journey to school.
 Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe online.

5. Monitoring, Reviewing and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the Headteacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHCE Leader, parents/carers and pupils to inform judgements about effectiveness.

The policy will be reviewed annually.