



Learning Together, Learning for Life

Reed First School

Anti-Bullying Policy

Agreed by FGB: 16.03.2026

Date of Review: March 2027

Headteacher: Victoria Date: 16/03/2026

Chair of Governors: [Signature] Date: 16/3/26

The purpose of this policy statement is:

- to prevent bullying from happening between children and people who are a part of our organisation or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

At Reed First School, we believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

What is bullying?

Bullying includes a range of abusive behaviour that is

- repeated
- intended to hurt someone either physically or emotionally.

There is much we can do in schools to protect children, young people and staff from becoming victims of bullying but there are some very simple things we can all do to stop people from wanting to bully others too.

People won't bully if:

- they have secure relationships
- they feel good about themselves
- they have empathy for others
- they are emotionally literate

We all have a part to play in helping each other develop these attributes.

Around a third of children and young people in the UK report having been bullied in the last year. We always think of bullying as something that happens between pupils, but sometimes adults can be bullies or victims too.

We know it affects learning:

We cannot access the higher order thinking skills necessary to do well at school if we are distressed. The measure of a good school is in its recognition of bullying and commitment to challenging it.

We know it's an abused term:

Some pupils and parents might call a one off incident an act of bullying because they think it will be taken more seriously. Bullying is classified as a repeated behaviour but any distressing incident should be treated with importance. While we take all worries and upset seriously, we work hard as a school to make clear what constitutes bullying.

We know it transcends class:

In fact, more affluent areas of the county have higher levels of bullying. Perhaps people with more sophisticated communication skills and more status to protect are more likely to bully others.

We know where it happens:

It's not just at school, it's on the way there, out at the weekend and now, thanks to the internet and mobile phones, it's in children and young people's bedrooms and homes too. In school, it often takes place in classrooms, even when staff are present.

We know what it looks like:

It can be physical, but it's more likely to be with words, a look or alienation. It can be on websites, in emails and text messages.

We know how it makes you feel:

Sad, angry, lonely, misunderstood, confused, frightened, insecure, worthless, isolated.

We know what the lasting effects are:

- Difficulty trusting others.
- Being quiet, timid or shy.
- Lack of confidence and low self-esteem.
- Pretentiousness.
- Find it hard making friends.
- Feelings of shame and regret.
- Poor achievement.
- Poor mental health leading to depression, self-harm and sometimes suicidal thoughts or actual suicide.

We can start to explain why it may happen:

- Jealousy
- Feelings of inadequacy
- To become popular
- To stay popular
- They're being bullied by someone else
- Bored
- See it on TV
- Don't want to share their friends
- Power.

We know bullies are often victims

Bullies copy behaviour that is happening to them or bully to make others feel as bad as they do. Sometimes, a victim who has been bullied for years might lash out and get in trouble and their bully might escape investigation.

Why do people bully?

- feel powerful
- gain admiration, raise status or sense of belonging
- feel there is someone “less” than themselves
- get their own back for something
- communicate/maintain their power/dominance
- bigotry and dislike for particular groups
- expel their anger
- for fun

At Reed First School, we will seek to prevent bullying by:

- having a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
- putting clear and robust anti-bullying procedures in place as a school which listens and responds

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- group members’ responsibilities to look after one another and uphold the behaviour code
- practising skills such as listening to each other
- respecting the fact that we are all different
- making sure that no one is without friends
- dealing with problems in a positive way
- checking that our anti-bullying measures are working well.

At Reed First School we support both the victim and bully. Actions may include some or all of the following:

Help for those who feel bullied	Help for those who bully
<ul style="list-style-type: none"> • Don't ignore • Listen and talk • Ask child for suggestions • Find out about feelings • Agree next steps / way forward • Build self-esteem and confidence • Praise and reinforce reporting • Develop and practise appropriate responses • Ensure not isolated, peer support • Practise skills 	<ul style="list-style-type: none"> • Ask for explanation • Explain why behaviour unacceptable • Criticise behaviour, not person • Awareness of impact and consequences • Seek to repair relationship • Seek ways to change behaviour • Believe in change • Praise change and appropriate behaviour • Meet attention and esteem needs • Ensure not isolated, peer support • Practise skills

All staff will know the conflict resolution strategies that pupils have been taught they can ask children whether they have tried to use them in sorting out disputes and support pupils in doing so.

Staff also need to be aware that some pupils will not tell anyone that they are being bullied and it is therefore important to look out for the signs and symptoms.

Signs and symptoms	
<ul style="list-style-type: none"> • Avoiding interaction • Avoiding eye contact • Bite marks, bruises • Cries easily • Refusing to attend school • Refusing to say what's wrong • Quietness 	<ul style="list-style-type: none"> • Staying behind to help/chat • Upset tummy, feeling unwell • Personality changes • Unexplained injuries

There is always a reason why someone uses bully behaviour. When a child is repeatedly involved in hurtful behaviour, responses need to get to the bottom of their triggers or pay offs if there is to be any effective change. This works in conjunction with our restorative approach to behaviour as set out in our behaviour policy.

Responding to bullying

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- needs of any bystanders
- our organisation as a whole.

All allegations of bullying will result in an investigation, the procedure will follow and be recorded in Form 1.

We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

We will ensure the incident constitutes bullying:

Factors to help determine if incident constitutes bullying

Incident was bullying (all 3 amber warnings confirmed)

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)

Incident was not bullying on this occasion because it was

- the first hurtful incident between these children
- teasing/banter between friends without intention to cause hurt (should not happen again)
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand (should not happen again)
- activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
- Other _____

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

Related policies and procedures

This policy statement should be read alongside our organisational policies and procedures including:

- Safeguarding and child protection policy and procedures
- Managing allegations made against a child or young person
- Managing allegations of abuse made against staff and volunteers
- Code of conduct for staff and volunteers
- Online safety policy and procedures for responding to concerns about online abuse
- Equality, diversity and inclusion policies

Bullying Report and Monitoring Form

Form 1

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)
Please give a precise account including places, date, times and any witnesses.
Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)
N.B. Indicate if it is a repeat incident. **If a serious incident referral should be made to the LA.**

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions, support plan put in place)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Class teacher		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
Common Assessment Framework initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name Date

9. Outcomes/actions from follow up