



Barnsole Primary School

Anti-Bullying Policy



Maritime
Academy
Trust

Date of Last Review:	September 2026
Date of Next Review:	September 2027

1. Purpose and statutory context

Barnsole Primary School is committed to a safe, inclusive and respectful environment in which every child can learn and flourish. Bullying is unacceptable. We will prevent it where reasonably practicable, respond promptly when concerns arise and support all pupils involved so that safety, wellbeing and positive relationships are restored.

This policy applies to Barnsole Primary School as an academy in England. It should be read alongside the school's Behaviour Policy and the Maritime Academy Trust Child Protection and Safeguarding Policy 2026–27. It reflects the Education (Independent School Standards) Regulations 2014, including the requirement for an effective anti-bullying strategy; the Equality Act 2010; Keeping Children Safe in Education (KCSIE) 2026; statutory Relationships Education guidance for primary schools; DfE Behaviour in Schools guidance; and DfE Preventing and Tackling Bullying advice.

2. What we mean by bullying

Bullying is behaviour by an individual or group that is repeated over time, intentionally causes physical or emotional harm and commonly involves an imbalance of power. It can happen face to face or online, in school, on journeys, in the community or through digital platforms. A one-off incident may not meet the definition of bullying, but it can still be serious and will be addressed under the Behaviour and/or Safeguarding Policy as appropriate.

- Physical: hitting, kicking, pushing, taking or damaging belongings, or threatening physical harm.
- Verbal: name-calling, threats, taunts, insulting comments or persistent teasing.
- Indirect/relational: deliberate exclusion, spreading rumours, manipulating friendships or encouraging others to isolate someone.
- Online/cyberbullying: harmful messages, posts, images, videos, group chats, gaming or use of technology to shame, threaten, exclude or impersonate another person.
- Prejudice-based or discriminatory: bullying connected with actual or perceived race, religion or belief, disability or SEND, sex, sexual orientation, gender reassignment, appearance, health, family or home circumstances, or any other difference.
- Bullying can also be a form of child-on-child abuse. In line with the school's safeguarding policy, abusive behaviour will never be dismissed as "banter", "just having a laugh" or "part of growing up".

3. Preventing bullying

We take a whole-school approach which promotes respect, belonging and early intervention. This includes:

- clear behaviour expectations, consistent adult modelling and prompt challenge of derogatory, discriminatory, sexualised or intimidating language;
- age-appropriate Relationships Education/PSHE, assemblies and online-safety teaching about healthy friendships, respect, boundaries, difference, reporting concerns and responsible use of technology;
- staff training so that adults can recognise patterns, vulnerabilities and signs of child-on-child abuse, including where a pupil may find it difficult to report;
- additional pastoral support, reasonable adjustments and safe reporting routes for pupils who are vulnerable or have SEND, communication needs or other barriers;
- pupil voice, restorative and relationship-based work, anti-bullying activities and opportunities for pupils to contribute to a respectful school culture;

- working with parents and carers so concerns are shared early and expectations are understood.

4. Responding to concerns

Any report or suspicion of bullying will be taken seriously. Staff will respond in a child-centred and proportionate way, considering the needs of the pupil affected, the pupil responsible and any witnesses. Staff will:

1. listen calmly, reassure the pupil and establish immediate safety;
2. record the concern and report it through the school's agreed systems; safeguarding concerns will be recorded on CPOMS and shared with the Designated Safeguarding Lead (DSL);
3. establish the facts promptly by speaking separately with those involved and reviewing relevant information without asking pupils to investigate for themselves;
4. consider whether the behaviour is bullying, a behaviour incident, prejudice-related/discriminatory harm or child-on-child abuse, and whether external advice or referral is required;
5. apply appropriate consequences in line with the Behaviour Policy while also using support, education and restorative work where suitable to reduce the likelihood of recurrence;
6. agree and monitor a support plan for the pupil affected, which may include a trusted adult, check-ins, changes to supervision or routines and pastoral support;
7. work with the pupil responsible to understand the impact of their behaviour, address underlying needs and establish clear expectations for change;
8. inform and involve parents/carers unless doing so would create a safeguarding risk, and review the situation to make sure the bullying has stopped.

5. Safeguarding, online and off-site bullying

Where bullying raises a safeguarding concern, the Child Protection and Safeguarding Policy takes precedence. This includes serious violence or threats, sexual harassment or sexual violence, coercion, exploitation, discriminatory abuse, harmful sharing of images, or any situation in which a child may be at risk of harm. The DSL will consider referrals to children's social care, police or other services in line with KCSIE 2026 and local procedures.

The school may respond to online or off-site behaviour where it affects pupils' safety, welfare, attendance or education, or has repercussions for the orderly running of the school. Evidence such as screenshots should be preserved where safe and appropriate; staff and pupils must not view, copy or circulate illegal or indecent imagery. Online incidents will also be addressed through the school's online-safety arrangements.

6. Roles and responsibilities

- Trust Board/Local Academy Council: provide oversight and assure themselves that the school has an effective anti-bullying strategy and meets safeguarding and equality duties.
- Headteacher and senior leaders: ensure consistent implementation, staff training, appropriate recording, communication with families and action on patterns or hotspots.
- DSL: leads where concerns meet or may meet the safeguarding threshold and ensures appropriate risk assessment, support, referral and information sharing.
- All staff: promote positive relationships, challenge harmful behaviour, listen to pupils, record and report concerns, and follow agreed procedures.
- Pupils: treat others with respect, seek help if they are worried and report bullying they experience or witness.
- Parents/carers: work constructively with the school, share concerns promptly and support respectful behaviour and safe online conduct.

7. Recording, monitoring and review

Bullying and prejudice-related incidents will be recorded and monitored so leaders can identify repeated behaviour, pupils at increased risk, locations or times of concern, online patterns and any disproportionate impact on particular groups. Leaders will review actions and outcomes, including whether pupils feel safe and whether behaviour has stopped. Relevant information will be shared with the DSL and governors/trustees through appropriate safeguarding and behaviour reporting.

This policy will be reviewed annually, or sooner if legislation, statutory guidance, safeguarding arrangements or school practice changes. Pupil, staff and parent/carers feedback will inform review and improvement.

Linked school policies

Behaviour; Child Protection and Safeguarding; Online Safety; Relationships/PSHE; SEND; Equality; Complaints; Staff Code of Conduct.

Key national documents (England)

- [Keeping Children Safe in Education 2026](#)
- [Preventing and tackling bullying](#)
- [Behaviour in schools](#)
- [RSHE statutory guidance \(July 2025, for introduction from September 2026\)](#)