

Community Academies Trust
Birchwood Primary School Policy



Anti-Bullying Policy

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1. Introduction

This Anti-Bullying Policy sets out Birchwood Primary's commitment to preventing and addressing all forms of bullying, in accordance with the 2014 National Curriculum framework and national inspectorate expectations. The policy applies to all pupils, staff, governors, and parents, and is designed to foster a safe, inclusive, and respectful learning environment. It reflects statutory guidance, including the Education and Inspections Act 2006, Equality Act 2010, and Keeping Children Safe in Education (KCSIE, 2025)

2. Aims

- To create a school culture where bullying is not tolerated and every pupil feels safe, respected, and valued.
- To educate pupils about the nature, impact, and prevention of bullying, including cyberbullying and prejudice-based bullying.
- To ensure all staff are equipped to identify, prevent, and respond effectively to bullying incidents.
- To promote restorative practices that repair harm and rebuild relationships.
- To actively involve pupils, parents, and the wider community in anti-bullying initiatives.
- To monitor, record, and analyse bullying incidents to inform ongoing improvements.
- To provide targeted support for vulnerable groups, including those with SEND.

3. Statutory Requirements

- Maintain robust measures to prevent all forms of bullying (Education and Inspections Act 2006, Section 89).
- Eliminate discrimination, harassment, and victimisation, including bullying related to protected characteristics (Equality Act 2010).
- Safeguard and promote the welfare of children (Children Act 1989 & 2004).
- Ensure staff are trained to identify and respond to bullying, including peer-on-peer abuse (KCSIE, 2025).
- Provide inclusive anti-bullying provision for pupils with SEND (SEND Code of Practice, 2015).
- Actively promote equality and tackle prejudice-based bullying (Public Sector Equality Duty).
- Maintain up-to-date, accessible, and regularly reviewed policies.
- Record, monitor, and report bullying incidents, informing parents and pupils of anti-bullying measures.

4. Curriculum Coverage

- Anti-bullying education is delivered through PSHE, Relationships Education, assemblies, and integrated across the curriculum.
- Pupils learn to recognise, understand, and respond to bullying and teasing.
- Development of empathy, respect, and conflict management strategies.
- Exploration of different types of bullying: physical, verbal, cyber, and prejudice-based.
- Understanding the impact of bullying on individuals and communities.
- Strategies for resisting peer pressure and reporting bullying.
- Online safety and cyberbullying awareness.
- Promotion of consideration, respect, tolerance, and understanding of diversity.

5. Curriculum Implementation

- Anti-bullying themes are embedded in PSHE and Relationships Education, with explicit links across subjects.
- Whole-school assemblies, anti-bullying weeks, and campaigns reinforce key messages.
- Use of circle time, discussion, and reflection to develop pupils' understanding and skills.
- Peer mentoring, play leaders and pupil-led initiatives support a proactive approach.
- Restorative practices are used to address incidents and repair relationships.
- Resources are regularly reviewed to ensure relevance and inclusivity.
- Staff plan collaboratively to ensure consistency and comprehensive coverage.

6. Assessment

- Formative assessment through observation, discussion and pupil reflection.
- Summative assessment via pupil self-assessment, teacher observation, and incident monitoring.
- Behaviour logs and incident records are systematically maintained and analysed.
- Pupil voice is gathered through circle times, surveys and school council feedback.
- Assessment outcomes inform targeted interventions and curriculum development.

7. Roles and Responsibilities

Role	Responsibilities
Governors	<ul style="list-style-type: none"> - Approve and review the policy annually - Monitor implementation and effectiveness - Ensure statutory compliance
Headteacher	<ul style="list-style-type: none"> - Lead whole-school approach

	<ul style="list-style-type: none"> - Ensure staff training - Oversee incident recording and analysis - Communicate with parents and governors
Associate Headteacher	<ul style="list-style-type: none"> - Support policy implementation - Coordinate staff CPD - Monitor curriculum coverage and inclusion
Teachers and Support Staff	<ul style="list-style-type: none"> - Deliver anti-bullying curriculum - Identify and respond to incidents - Foster a safe classroom environment - Record and report incidents
Parents	<ul style="list-style-type: none"> - Support anti-bullying initiatives - Communicate concerns - Engage with workshops and policy development
Pupils	<ul style="list-style-type: none"> - Contribute to a considerate and respectful school culture - Report concerns - Participate in peer support and anti-bullying activities

8. Inclusion

- Anti-bullying provision is accessible to all pupils, including those with SEND, EAL, and minority ethnic backgrounds.
- Differentiated resources and approaches address diverse needs.
- Targeted support for vulnerable groups and those affected by bullying.
- Staff receive training on inclusive practice and recognising prejudice-based bullying.
- Pupil voice mechanisms ensure all perspectives are considered.

9. Professional Development

- Regular staff training and induction on anti-bullying strategies, including for new and support staff.
- Ongoing CPD on recognising, preventing, and responding to all forms of bullying.
- Training in restorative practices and inclusive approaches.
- Staff access current guidance and best practice resources.
- Opportunities for staff to share expertise and reflect on practice.

10. Inspectorate Expectations

- Policy is robust, up-to-date, and embedded in school culture.
- Proactive measures and clear procedures for preventing and addressing bullying.
- Evidence of pupil safety, well-being, and understanding of how to report concerns.
- Staff are trained and confident in their roles.
- Pupil voice informs policy and practice.
- Systematic recording, monitoring, and analysis of incidents.
- Restorative approaches and support for victims and perpetrators.
- Comprehensive curriculum coverage, including cyberbullying and diversity.
- Regular review and stakeholder engagement.

11. Monitoring and Review

- Bi-annual review of policy.
- Termly analysis of incident records and behaviour logs.
- Pupil and parent surveys to inform ongoing improvements.
- Curriculum audits to ensure comprehensive coverage.

- Outcomes reported to governors and shared with the school community.
- Action plans developed in response to monitoring findings.

12. Links to Other Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality and Diversity Policy
- Online Safety Policy
- SEND Policy
- Relationships and Sex Education (RSE) Policy
- Health and Safety Policy

Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.
