

Anti-Bullying Policy

A place where everyone belongs

Our vision: Templars - a place where everyone belongs; where everyone is proud to belong; and where everyone is welcomed, feels safe and strives to achieve their full potential.

Our mission: Every child. Every day. Every chance.

Our values: Care, Respect and Honesty.

DOCUMENT CONTROL

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Operational lead	Jack Poole
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Safeguarding and equality are considered throughout the implementation of this document.

1. Purpose and Commitment

Templars Primary School is committed to providing a safe, welcoming and inclusive environment in which every child belongs, is treated with dignity and respect and is able to learn without fear of bullying, discrimination, harassment or intimidation.

Bullying in any form is unacceptable and will be taken seriously.

Our approach reflects our school values of **Care, Respect and Honesty**, our commitment to inclusion and our belief that relationships are central to children's safety, wellbeing and learning.

We aim not only to respond effectively when bullying occurs, but to create a culture in which bullying is less likely to happen. Pupils are taught to recognise harmful behaviour, seek help, challenge prejudice safely, support others and understand the impact of their actions.

When bullying does occur, our priorities are to:

- stop the behaviour;
- ensure the child who has experienced bullying feels heard, believed and safe;
- establish what has happened carefully and fairly;
- identify and address any safeguarding concerns;
- hold pupils appropriately accountable for their behaviour;
- help pupils understand the harm caused and change their behaviour;
- involve parents and carers appropriately;
- monitor the situation to ensure that the bullying does not continue; and
- learn from incidents and patterns to strengthen prevention.

2. Safeguarding and Child-on-Child Abuse

Safeguarding and child protection are paramount at Templars Primary School and are the responsibility of every adult in the school community.

Bullying can sometimes be a form or indicator of **child-on-child abuse**. Bullying may also occur alongside other forms of abuse or harmful behaviour.

All staff must be alert to the possibility that behaviour described or initially reported as bullying may involve safeguarding concerns, including:

- physical abuse;
- sexual violence or sexual harassment;
- harmful sexual behaviour;
- discriminatory or prejudice-related abuse;
- coercive or controlling behaviour;
- serious intimidation or threats;
- abuse within intimate personal relationships;
- harmful online behaviour;
- exploitation; or
- other behaviour which places a child at risk of harm.

Where a bullying concern raises a safeguarding concern, the school's **Child Protection and Safeguarding Policy and procedures take priority** and the concern must be reported to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead without delay.

The fact that behaviour occurs between children does not make it less serious.

Staff will maintain an attitude that child-on-child abuse can happen at Templars and will never dismiss harmful behaviour as simply "banter", "part of growing up", "just having a laugh" or "boys being boys".

A child who reports bullying or abuse will be taken seriously, supported and reassured that they have done the right thing by telling someone.

3. Definition of Bullying

Templars has adopted the following definition:

Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power.

The three key characteristics are therefore:

Repeated – the behaviour happens more than once or forms part of a pattern.

Intentional – the behaviour is intended to hurt, humiliate, frighten, exclude or otherwise cause harm.

Imbalance of power – one child or group has power over another. This may arise from physical strength, age, numbers, popularity, social status, confidence, information, technology, vulnerability or another factor.



Bullying may be obvious or hidden.

It can include:

Physical bullying – hitting, kicking, pushing, tripping, damaging or taking belongings, unwanted physical contact or deliberately invading someone's physical space.

Verbal bullying – name-calling, threats, insults, mocking, humiliating comments or repeated teasing.

Social or relational bullying – deliberately excluding someone, spreading rumours, manipulating friendships, encouraging others to ignore or reject someone, humiliating someone or using relationships to control another child.

Online bullying – using messaging, social media, games, images, videos or other digital technology to hurt, humiliate, threaten, exclude or target another person.

Prejudice-related or discriminatory bullying – bullying related to a person's actual or perceived identity, background or protected characteristic, or their association with another person.

This may include racist, faith-based, sexist, homophobic, biphobic, transphobic or disablist bullying, and bullying related to SEND.

It may also relate to appearance, health conditions, family circumstances, socioeconomic circumstances, care experience or other aspects of a child's identity or perceived difference.

4. What Bullying Is Not

Not every incident of unkindness, disagreement, conflict or unacceptable behaviour is bullying.

Children sometimes fall out, argue, make mistakes or behave badly towards one another. A one-off disagreement, quarrel or incident will not normally meet the school's definition of bullying where the elements of repetition and imbalance of power are absent.

However, this distinction must never be used to minimise harmful behaviour.

An incident does **not** have to meet the school's definition of bullying before the school takes action.



A single incident of violence, discriminatory language, sexual harassment, online abuse, threatening behaviour or other serious misconduct may require a significant behaviour and/or safeguarding response.

Where behaviour does not meet the definition of bullying, it will still be addressed under the school's Behaviour Policy, Child Protection and Safeguarding Policy and/or other relevant procedures according to its nature and seriousness.

5. Prejudice-Related and Discriminatory Bullying

Templars is committed to equality, inclusion and creating a school in which difference is understood, respected and celebrated.

Bullying can be fuelled by prejudice. We will actively challenge discriminatory language, stereotypes and behaviour.

The school will take particularly seriously bullying or harassment related to protected characteristics under the Equality Act 2010, including disability, race, religion or belief, sex, sexual orientation and gender reassignment, where applicable.

The school also recognises that children may be targeted because of a characteristic or circumstance which does not itself constitute a protected characteristic.

Prejudice-related incidents will be recorded and monitored appropriately so that leaders can identify patterns and take preventative action.

Where appropriate, discriminatory incidents will be considered alongside the school's equality duties and safeguarding responsibilities.

6. Online and Off-Site Bullying

Bullying does not have to take place on school premises.

Online bullying can occur at any time and can have a significant impact on a child's experience of school. Harmful content may also be shared repeatedly or reach a large audience.



The school will respond to online or off-site behaviour where there is a sufficient connection to the school, including where it:

- affects the wellbeing or safety of a pupil;
- threatens another pupil;
- causes harm to another pupil;
- disrupts the school environment;
- affects relationships within school; or
- adversely affects the reputation or orderly running of the school.

Responses will be consistent with the school's Behaviour Policy, Online Safety arrangements and Child Protection and Safeguarding Policy.

Where appropriate, the school may advise parents to preserve evidence, report content to an online platform or seek support from other agencies. Serious matters may be referred to the police or other appropriate services.

7. Preventing Bullying

Preventing bullying is a whole-school responsibility.

Templars seeks to create a culture in which pupils understand that everyone belongs and that harmful, discriminatory or intimidating behaviour is unacceptable.

Prevention includes:

- a clear and consistently applied Behaviour Policy;
- the Templars Way and clear expectations for relationships and conduct;
- strong, respectful relationships between adults and pupils;
- PSHE and Relationships Education;
- teaching about diversity, equality and inclusion;
- teaching pupils how to recognise and respond to bullying;
- online safety education;
- teaching pupils about safe and respectful relationships;
- assemblies and whole-school learning;
- participation in appropriate anti-bullying activities;
- staff modelling respectful relationships;
- effective supervision during less structured times;
- identifying and addressing locations or circumstances in which bullying may be more likely;
- pupil voice;

- appropriate pupil leadership and peer-support opportunities;
- staff training and professional development;
- early identification of patterns through recording and monitoring; and
- working in partnership with parents and carers.

Pupils are taught that bystanders have choices. They should not encourage, share, "like", forward or silently support bullying. They are encouraged to seek help from a trusted adult and safely support a child who is being targeted.

8. Recognising Possible Bullying

Children respond to bullying in different ways. Some will tell an adult directly; others may find disclosure difficult.

Possible changes may include:

- reluctance or refusal to attend school;
- anxiety about particular times, places or pupils;
- changes in friendships;
- withdrawal or loss of confidence;
- unexplained distress or tearfulness;
- changes in behaviour;
- deterioration in engagement or learning;
- damaged or missing belongings;
- unexplained injuries;
- changes in eating or sleeping;
- physical symptoms associated with anxiety; or
- increased emotional distress.

These signs do not necessarily mean that a child is being bullied, but they should prompt appropriate curiosity and conversation.

Any indication that a child may be self-harming, experiencing suicidal thoughts or otherwise at immediate risk must be treated as a safeguarding and welfare concern and responded to immediately under the school's safeguarding procedures.

9. Reporting Bullying

Pupils are encouraged to tell an adult whenever they experience or witness bullying.

They may speak to any trusted adult, including their class teacher, teaching assistant, lunchtime staff, learning mentor or member of the Senior Leadership Team.

Staff will:

- listen carefully;
- take the concern seriously;
- avoid promising confidentiality;
- reassure the child that telling was the right thing to do;
- establish enough information to determine what immediate action is needed;
- ensure immediate safety;
- record the concern appropriately; and
- pass it to the appropriate member of staff.

Parents and carers who believe their child is experiencing bullying should contact the child's class teacher or an appropriate member of school staff.

Parents may also raise concerns directly with a member of the Senior Leadership Team.

10. Recording and Monitoring

Bullying concerns and confirmed incidents will be recorded on **CPOMS** so that the school maintains a central record and can identify patterns involving pupils, groups, protected characteristics, locations, times or types of behaviour.

The school will distinguish, where possible, between:

- a concern or allegation of bullying;
- behaviour investigated but not meeting the definition of bullying;
- a confirmed bullying incident;
- discriminatory/prejudice-related incidents; and
- safeguarding concerns.

Recording that an incident did not meet the definition of bullying does not mean that the behaviour was acceptable or that no action was taken.



Leaders will monitor bullying information to identify recurring patterns and determine whether further individual, group or whole-school action is required.

11. Responding to a Report of Bullying

When bullying is suspected or reported, the school will respond promptly.

The precise response will depend upon the circumstances, age and needs of the children involved and the seriousness of the behaviour.

Normally the school will:

1. ensure the immediate safety and wellbeing of the child or children involved;
2. listen to the concern and record relevant information;
3. consider immediately whether there is a safeguarding issue;
4. investigate what has happened;
5. speak with the children involved separately where appropriate;
6. seek information from relevant staff and witnesses;
7. examine previous records to identify patterns or earlier concerns;
8. determine whether the behaviour meets the school's definition of bullying;
9. consider whether discriminatory, online, sexual or other harmful behaviour is involved;
10. inform parents/carers appropriately;
11. agree appropriate support, intervention and consequences;
12. record actions and decisions on CPOMS; and
13. monitor and review the situation.

Children will not normally be required to meet face-to-face with another child as part of a restorative process unless staff consider this safe, appropriate and likely to be beneficial.

12. Supporting a Pupil Who Has Experienced Bullying

The school will seek to ensure that the child:

- is heard;
- feels believed and taken seriously;
- understands what will happen next;
- knows who they can speak to;
- feels safe in school;
- receives appropriate support;
- is involved, where appropriate, in decisions about their support;
- rebuilds confidence and relationships where needed; and
- knows that adults will continue to monitor the situation.

Support will be individual to the child and may include additional check-ins, trusted-adult support, learning mentor involvement, support with friendships, adjustments to arrangements or other appropriate intervention.

The child who has experienced bullying will not be made responsible for resolving the situation.

13. Responding to a Pupil Whose Behaviour Has Caused Harm

Templars believes that children must be held appropriately accountable for harmful behaviour while also being helped to understand, learn and change.

Responses may include:

- discussion and reflection;
- explicit teaching or re-teaching of expectations;
- restorative work where appropriate;
- support to develop social, emotional or communication skills;
- targeted intervention;
- increased supervision;
- consequences in accordance with the Behaviour Policy;
- work with parents/carers;
- involvement of pastoral, SEND or external services where appropriate; and
- an individual action or support plan.

The aim is not simply to stop an individual incident but to reduce the likelihood of the behaviour happening again.

Restorative work will not replace appropriate consequences or safeguarding action.

14. SEND, Disability and Additional Needs

Pupils with SEND or disabilities may be particularly vulnerable to bullying and may also experience difficulties recognising, reporting or explaining what has happened.

The school will make reasonable adjustments to enable pupils to report concerns, participate in investigations and access support.

Where a pupil with SEND or additional needs has engaged in harmful behaviour, the school will hold the pupil appropriately accountable while considering:

- SEND and disability;
- communication and interaction needs;
- developmental level;
- understanding of the behaviour and its impact;
- ability to regulate behaviour;
- whether reasonable adjustments are required; and
- other relevant individual circumstances.

Additional needs do not mean that harm experienced by another child will be ignored or minimised.

Where appropriate, the school will consider whether additional assessment, support or changes to provision are required.

15. Consequences

Consequences for bullying will be fair, proportionate and consistent with the school's **Behaviour Policy**.

The seriousness, frequency and impact of the behaviour will be considered alongside relevant individual circumstances.

Consequences and interventions will seek to:

- make clear that the behaviour is unacceptable;

- protect pupils from further harm;
- hold the pupil appropriately accountable;
- help the pupil understand the impact of their actions;
- prevent repetition; and
- restore safe relationships where this is possible and appropriate.

Serious or persistent bullying may result in significant consequences.

Suspension may be considered where appropriate in accordance with the school's Behaviour Policy and statutory guidance.

In the most serious circumstances, where the statutory test is met, the Headteacher may permanently exclude a pupil.

16. Working with Parents and Carers

The school recognises that bullying can be extremely distressing for children and families.

Parents and carers can expect the school to:

- take concerns seriously;
- investigate appropriately;
- communicate about significant concerns;
- explain, within appropriate confidentiality limits, what action is being taken;
- support their child;
- monitor confirmed bullying; and
- provide a route for further discussion if concerns remain.

Parents of a child whose behaviour has caused harm will also normally be involved so that school and home can work together to support change.

The school cannot share confidential information about another child, including details of consequences or safeguarding information.

Where a parent remains dissatisfied with the school's handling of a bullying concern, they may use the school's Complaints Procedure.

17. Staff Responsibilities

All staff are responsible for contributing to an environment in which bullying is prevented and challenged.

Staff are expected to:

- model respectful relationships;
- know and reinforce school expectations;
- listen to pupils;
- take reports seriously;
- intervene appropriately;
- recognise possible signs of bullying;
- challenge discriminatory and prejudicial language and behaviour;
- understand the relationship between bullying and safeguarding;
- record concerns accurately;
- follow safeguarding procedures where required;
- supervise pupils effectively;
- support pupils in managing relationship difficulties;
- avoid minimising harmful behaviour; and
- contribute to preventative education.

18. Leadership Responsibilities

The Headteacher retains overall responsibility for the implementation of this policy.

The operational lead for anti-bullying work will oversee:

- the school's response to significant or persistent bullying concerns;
- the quality and consistency of recording;
- patterns and trends;
- support and intervention;
- staff awareness;
- pupil voice;
- communication with parents;
- preventative work; and
- evaluation of the effectiveness of the school's approach.

The Designated Safeguarding Lead retains responsibility for safeguarding matters arising from bullying concerns.



The Governing Board will provide appropriate oversight and assurance that the school is fulfilling its responsibilities.

19. Monitoring and Evaluation

The school will evaluate the effectiveness of its anti-bullying work through appropriate evidence, which may include:

- CPOMS records;
- behaviour information;
- safeguarding information;
- pupil voice;
- parent concerns;
- staff observations;
- discriminatory incident information;
- attendance information where relevant; and
- patterns relating to particular groups, locations or times.

Leaders will use this information to identify whether changes to supervision, curriculum, provision, staff training or other preventative arrangements are required.

20. Relevant Legislation and Guidance

This policy has regard to relevant legislation and statutory/non-statutory guidance, including:

- **Education and Inspections Act 2006**
- **Equality Act 2010**
- **Children Act 1989**
- **Children Act 2004**
- **Keeping Children Safe in Education 2026**
- **Working Together to Safeguard Children**
- **Behaviour in Schools: Advice for Headteachers and School Staff**
- **Preventing and Tackling Bullying – Department for Education**

- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement**
- relevant statutory guidance and advice concerning online safety, SEND and relationships education.

This policy should be read alongside the school's:

- Behaviour Policy;
- Child Protection and Safeguarding Policy;
- Online Safety/Acceptable Use arrangements;
- SEND Policy and SEND Information Report;
- Equality Information and Objectives;
- Relationships and Sex Education/PSHE Policy;
- Complaints Procedure; and
- other relevant safeguarding and behaviour procedures.

Appendix 1 – Templars Anti-Bullying Procedure

A concern is raised

A child, parent/carer, member of staff or other person reports or identifies possible bullying.

Immediate action:

- Listen and take the concern seriously.
- Ensure immediate safety.
- Consider whether safeguarding action is required.
- Record the concern appropriately.
- Refer to the appropriate member of staff/operational anti-bullying lead.

Investigation

The school investigates whether the three elements of the Templars definition are present:

- 1. Is the behaviour repeated?**
- 2. Is the behaviour intentional?**
- 3. Is there an imbalance of power?**



The investigation may include:

- speaking separately with the children involved;
- speaking with relevant staff;
- speaking with witnesses;
- reviewing CPOMS and behaviour records;
- considering online evidence where relevant;
- considering previous incidents or patterns;
- considering whether prejudice or discrimination is involved; and
- considering whether there are safeguarding concerns.

Outcome A – The definition of bullying is met

The concern is recorded as confirmed bullying.

The school will:

- inform relevant senior leaders;
- inform parents/carers appropriately;
- put immediate measures in place to prevent further harm;
- agree support for the pupil who has experienced bullying;
- determine appropriate consequences and intervention for the pupil whose behaviour has caused harm;
- consider whether safeguarding, SEND, pastoral or external-agency involvement is required;
- record actions on CPOMS;
- agree how the situation will be monitored; and
- set an appropriate review point.

Outcome B – The definition of bullying is not met

This does not mean that the behaviour is acceptable or that no action is required.

The school will:

- explain the outcome appropriately;
- address the behaviour under the Behaviour Policy and/or other relevant procedures;
- provide support where needed;
- inform parents/carers as appropriate;
- record significant concerns;
- consider whether safeguarding action is required; and
- monitor for recurrence or an emerging pattern.

Review and Closure

For confirmed bullying, the school will review whether:

- the behaviour has stopped;
- the child who experienced bullying feels safe;
- agreed support has been effective;
- there have been further incidents;
- the pupil whose behaviour caused harm has engaged with intervention;
- further action is required; and
- parents/carers require an update.

The action plan will be **closed only when the school is satisfied that appropriate action has been completed and the situation is sufficiently resolved**, or extended where further intervention or monitoring is necessary.

Closure and relevant follow-up will be recorded on CPOMS.

Approved by the Governing Board: _____

Date: _____

Chair of Governors: _____

Headteacher: _____