The Federation of Broughton and West Tytherley Primary Schools

Anti-Bullying Policy

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy: Lucy Macey, Executive Headteacher Designated Safeguarding Lead: Lucy Macey, Executive Headteacher

Deputy Designated Safeguarding Lead: Hannah Lowey, Owena Archer, Clare Yates

Named Governor with lead responsibility: Andrew Blake

Date written: September 2026

Date agreed and ratified by Governing Body: September 2026

Date of next review: September 2027

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

This policy sets out how both schools prevent bullying, respond to concerns and protect and support children and adults. Every report of harm will be taken seriously, including incidents that do not meet the definition of repeated bullying.

1 Purpose and scope

We are committed to an inclusive culture in which bullying is prevented, challenged and addressed promptly. Bullying can damage wellbeing, confidence, attendance and learning. Our response will protect those affected, address the behaviour of those responsible and consider the needs of all children involved.

This policy applies to pupils, staff, governors, volunteers, parents, carers and visitors across the Federation. It covers behaviour in school, on school transport, during visits and activities, and outside school, including online, where it affects pupils or the school community. The exercise of disciplinary powers will remain within the law and current behaviour guidance.

We will involve pupils, staff and parents in developing and reviewing our approach. We will listen to children's accounts and wishes without placing responsibility for stopping bullying on the child affected.

2 Related policies and guidance

This policy must be read alongside the Federation's behaviour policy and statement of behaviour principles, child protection and safeguarding policies, online safety and acceptable use policies, SEND policy, equality information and objectives, accessibility plan, Relationships Education and PSHE policies, complaints procedure, staff code of conduct, grievance and disciplinary procedures, whistleblowing policy, and data protection and records retention arrangements.

Our approach is informed by Keeping Children Safe in Education September 2026, including Parts One, Two, Four and Five; Working Together to Safeguard Children 2026; revised Relationships Education, Relationships and Sex Education and Health Education guidance effective from 1 September 2026; and the current statutory information-sharing guidance. Relevant behaviour, exclusion, staff bullying and online safety guidance is listed in section 16. The withdrawn standalone sexual violence and sexual harassment guidance is replaced as a current reference by Part Five of KCSIE.

3 Legal framework

- Education and Inspections Act 2006, particularly sections 88 and 89: governing body behaviour principles and the headteacher's measures to encourage good behaviour and prevent all forms of bullying. Section 89 also addresses reasonable regulation of pupil conduct outside school. Disciplinary penalties must comply with applicable legal requirements, including section 91.
- Education Act 2002, section 175: arrangements to safeguard and promote the welfare of children in maintained schools.
- Equality Act 2010, particularly sections 85 and 149 and the applicable reasonable-adjustment provisions: pupil treatment, protection from unlawful discrimination and victimisation, reasonable adjustments for disabled pupils, and the Public Sector Equality Duty.

- Children Act 1989, including sections 17 and 47, and Children Act 2004: support for children in need, child protection and multi-agency safeguarding. The applicable information-sharing duty in section 16LA of the Children Act 2004 came into force on 30 September 2026.
- Data Protection Act 2018 and UK GDPR, as amended, including relevant changes under the Data (Use and Access) Act 2025: lawful handling, security and sharing of personal information.
- Protection from Harassment Act 1997, Public Order Act 1986, Malicious Communications Act 1988 and Communications Act 2003 as amended, and relevant offences in the Online Safety Act 2023: potentially relevant criminal conduct.
- Sexual Offences Act 2003 and Protection of Children Act 1978: relevant sexual offences and offences involving indecent images of children.
- Education Act 1996 and applicable exclusion legislation and regulations: relevant school powers and procedures, including lawful responses to serious misconduct.

These laws have different purposes and thresholds. Bullying is not itself a single specific criminal offence, but associated conduct may be criminal. The Online Safety Act introduced offences including false and threatening communications and amended earlier communications legislation; earlier Acts must be read as amended. Police and prosecutors determine criminal thresholds. The school will protect children and address harmful behaviour without waiting for a criminal finding.

The Equality Act's protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Their application varies between education, employment and other contexts. The school provisions do not apply identically to all nine characteristics, and statutory harassment provisions have specific exceptions. Our commitment to challenge all prejudice-based bullying applies irrespective of whether a particular incident meets a legal definition.

4 Responsibilities

- The governing body approves and reviews the policy, oversees equality and safeguarding duties, and holds leaders to account for implementation and outcomes. The lead governor receives anonymised monitoring information and reports to the governing body. Governors do not investigate individual cases outside their allocated complaints or other formal role.
- The Executive Headteacher ensures the policy is communicated, staff are trained, named case leads are allocated and responses are fair, timely and proportionate.
- The DSL and deputies assess safeguarding concerns, coordinate protection and referrals, advise staff and ensure appropriate recording and information sharing.
- The SENCO advises on communication, SEND needs, reasonable adjustments and support plans, working closely with the DSL where abuse involves children with SEND.
- All staff, including teaching, support, office, lunchtime and site staff, act promptly, listen respectfully, record concerns and follow safeguarding and reporting procedures. Volunteers report concerns immediately to an appropriate member of staff.
- Parents and carers report concerns, work with the school, model respectful behaviour and support agreed plans. They should avoid confronting other children or families or circulating identifying allegations online.

- Pupils are taught to treat others respectfully, seek adult help and report concerns for themselves or others. Children are not expected to investigate incidents or intervene where doing so could put them at risk.

5 Understanding bullying and other harmful behaviour

The DfE describes bullying as behaviour by an individual or group, repeated over time, that intentionally hurts another person physically or emotionally. It usually involves an imbalance of power, which may arise from physical strength, age, popularity, group pressure, access to information, disability or other circumstances. The child affected may find it difficult to defend themselves.

Bullying can include name-calling, mocking, threats, offensive comments or gestures, hitting, kicking, damaging or taking belongings, spreading rumours, deliberate exclusion, humiliation and controlling behaviour. It may be direct, indirect or online. The school will consider context, pattern, impact and power imbalance; an assertion that behaviour was a joke or banter will not dismiss a concern.

Disagreements and single incidents

Friendship disagreements, a choice to play separately and accidental incidents are not necessarily bullying. However, exclusion, controlling play, jokes, harassment and intimidation can form part of bullying and must not be automatically categorised as harmless. All reports of harm will be taken seriously, assessed, recorded and addressed appropriately.

A single incident may be abuse, discrimination, sexual harassment, violence or another serious behaviour concern and can require an immediate safeguarding response. Staff will not wait for repetition before protecting a child. Online, a single post or image can cause repeated harm through sharing or repeated viewing.

Forms of bullying

- Physical, verbal, emotional and relational bullying, including social exclusion and manipulation of friendships.
- Online bullying through messaging, group chats, games, social media, websites and connected devices, including impersonation, unwanted sharing of information, manipulated images and AI-generated content.
- Sexual or sexist bullying, sexual harassment and misogynistic behaviour, including unwanted sexual comments, gestures or imagery.
- Racist and faith-targeted bullying, including antisemitic and anti-Muslim abuse, and bullying related to ethnicity, nationality or culture.
- Bullying related to disability, SEND, medical or mental health conditions, appearance, sex, sexual orientation or gender reassignment, including homophobic, biphobic and transphobic bullying.
- Bullying related to poverty, home circumstances, caring responsibilities, being looked after or previously looked after, family structure or pregnancy and maternity.
- Bullying based on a perceived characteristic or association with a family member or another person.

6 Equality SEND and children who may face additional barriers

We will identify vulnerabilities without assuming that any group will inevitably be bullied. Staff will be alert to bullying affecting children with SEND, children who are questioning their gender, and children who are perceived to be different. Respect for religion or belief and other lawful rights does not justify targeted bullying or abuse.

Children with SEND may experience communication barriers, isolation or harm without showing outward signs. Staff must not assume that distress, injury, withdrawal or changes in behaviour are attributable to a child's condition without further exploration. Reports of abuse involving children with SEND require close liaison between the DSL or deputy and SENCO.

We will provide accessible reporting and communication support, including visual prompts, adapted language, additional processing time and a trusted adult. Investigations, protective measures and consequences will take account of individual needs and reasonable adjustments. Support plans and, where relevant, EHC provision will be considered.

Dysregulation associated with SEND or trauma does not automatically constitute bullying. Staff will assess the behaviour and context, provide appropriate support and protect everyone affected. SEND is neither a reason to overlook harm nor a basis for assuming deliberate bullying.

7 Reporting concerns

Children can speak to their teacher, a trusted adult, the Executive Headteacher, the DSL or a deputy DSL. Staff will regularly remind pupils of these routes and check that they can use them. Children may report verbally, through supported communication or through an agreed written or visual method. A child who reports on behalf of someone else will be listened to.

Parents and carers should contact the class teacher or school office and request a discussion with the appropriate leader. Urgent safeguarding concerns should be raised directly with the DSL or deputy through the school office. Current contact information and the complaints procedure will be available on each school website and from the office.

Reports received anonymously or from witnesses will be assessed as far as the available information allows. Staff will reassure children that reporting is helpful, explain what happens next and avoid promising absolute confidentiality. Retaliation against anyone who reports or helps with an enquiry will be addressed promptly.

8 Responding to concerns

Immediate protection and safeguarding

The staff member receiving or witnessing a concern will act promptly to stop immediate harm, seek medical help if needed, listen calmly and record the child's words accurately. They will report safeguarding concerns immediately to the DSL or deputy. Where a child is in immediate danger, emergency services or children's social care must be contacted without delay; staff must not wait for the DSL to become available.

Bullying is a form of child-on-child abuse. Sexual harassment, sexual violence, discriminatory abuse, threats and serious physical harm may require immediate safeguarding action, even after one incident. The DSL will assess the need for risk assessments, protection, family help or early

support, children's social care and police involvement in line with KCSIE, Working Together and local safeguarding procedures. Support must not depend on a police investigation or prosecution.

Allocate and investigate

The Executive Headteacher or delegated leader will allocate a named case lead. Routine enquiries may be undertaken by an appropriately trained teacher or leader; the DSL coordinates safeguarding aspects. Children and witnesses will normally be heard separately, with communication support where needed. Staff will use open questions, avoid leading or repeated questioning and distinguish accounts from established findings.

Enquiries will consider previous reports, patterns, impact, power imbalance, prejudice, online activity and the needs of all children involved. Staff will liaise with the DSL before enquiries that could compromise police or social care investigations. Reports of sexual harassment or sexual violence will follow Part Five of KCSIE and the child protection policy.

Decide and act

The case lead will record findings, reasons and action, including where bullying is not established or evidence is inconclusive. Uncertainty about the label will not prevent support or protective action. The school will agree proportionate consequences, support and prevention measures, with a named responsible adult and review dates. Children's views will inform protective plans; responsibility for decisions remains with the school.

Parents and carers will normally be informed promptly about concerns affecting their child and the school's response. The DSL will decide whether informing them could place a child at additional risk or compromise an investigation and will record the reasons for any delay. Information about another child's personal circumstances, SEND or sanctions will not be routinely disclosed.

Response times and follow up

Immediate safety and safeguarding action will take place without delay. As school service standards, we aim to acknowledge a parental report within two school working days and provide an initial update within five school working days. These are school commitments, not statutory investigation deadlines. If enquiries take longer, the case lead will explain why and agree the next update date.

The case lead will arrange a first follow-up normally within ten school working days of the action plan and further checks until the situation is stable. Checks will include the child's sense of safety, recurrence, attendance, participation and wellbeing. Urgent or continuing harm requires earlier review and escalation. A case will not be closed solely because an apology has been made.

Outside school and cross school concerns

We will assess concerns outside school, including on transport and online, where they affect pupils or the school community. The DSL will liaise with other schools and agencies where appropriate, sharing necessary information lawfully. Disciplinary action for conduct outside school will be considered within the school's lawful powers and current behaviour guidance.

9 Online bullying and safe evidence handling

The school will respond promptly, protect those affected, assess safeguarding risks and seek to prevent further circulation. For ordinary non-sexual bullying content, staff may support preservation of relevant messages, dates, usernames or screenshots through approved secure arrangements. Children should not retaliate. Blocking, platform reporting and requests for removal may help, alongside an assessment of whether doing so could affect evidence or safety.

Staff will consider impersonation, gaming and group-chat behaviour, altered or AI-generated images, and the risk of wider sharing. School systems may be examined through authorised procedures. Any device search or confiscation must follow current DfE guidance and the school's policy; this policy does not confer unrestricted search powers.

Nude or semi nude images of children

Suspected nude or semi-nude imagery of children, including digitally altered or AI-generated imagery, must be reported immediately to the DSL. Ordinary staff must not view, copy, print, save, screenshot, forward or share it, or ask a child to download or send it. They must not delete it or ask the child to delete it. Accidental viewing must be reported to the DSL.

The DSL will manage the incident under KCSIE and UKCIS guidance, including decisions about referrals, evidence and deletion. Exceptional viewing decisions are for the DSL under the guidance. Staff will reassure children without blaming or shaming them. Content removal will be pursued safely, using appropriate services such as Childline and IWF Report Remove. Adults sharing sexual imagery of children require an urgent police referral in line with the guidance.

10 Support consequences and restorative work

Children affected by bullying

Support may include a trusted adult, regular check-ins, a safety plan, increased supervision, adjustments to routines, supported peer relationships and help to rebuild confidence. We will consider counselling or specialist mental health support and family help where appropriate. Children will not be expected to resolve bullying themselves or make changes that unfairly restrict their learning or participation.

Children responsible for harmful behaviour

We will explain the concern, teach safer behaviour, involve parents where appropriate and address underlying needs. Support may include targeted teaching, a behaviour support plan, SENCO involvement and referrals. Support for the child responsible will operate alongside protection of the child affected and appropriate accountability.

Consequences will follow the behaviour policy and be fair, lawful and proportionate, considering age, circumstances, SEND, disability and reasonable adjustments. Measures may include warnings, loss of privileges and other permitted sanctions. Suspension or permanent exclusion can be considered only by the Headteacher or acting headteacher in accordance with current statutory guidance. Permanent exclusion is a last resort and must meet the applicable statutory tests. Informal or unlawful exclusions are not permitted.

Restorative approaches

Restorative work will be used only where assessed as safe, appropriate and voluntary. A child must not be required to meet the person who harmed them, accept an apology or take part in mediation. Such work does not replace safeguarding action, necessary referrals or consequences. Staff will consider power imbalance and the risk of renewed harm.

11 Bullying and harassment involving adults

Bullying, intimidation and harassment of staff, parents or other adults are unacceptable, whether in person or online and whether committed by pupils, parents, colleagues, leaders or governors. The school will act promptly, assess risk, support the adult affected and use the relevant procedure. A legitimate complaint or respectful disagreement must not be treated as bullying merely because it is challenging.

Staff should report concerns to their line manager or the Executive Headteacher under the appropriate grievance or dignity-at-work arrangements. Where the concern involves the Executive Headteacher, staff should contact the Chair of Governors. Where the Chair is implicated, use the alternative route in the relevant procedure or seek advice from the governing body's HR adviser or local authority. Staff may obtain trade union or independent advice.

Employment concerns will be managed through grievance, disciplinary and HR procedures, rather than pupil sanctions. Public-interest concerns follow whistleblowing procedures. Allegations that an adult may have harmed a child, and low-level concerns about staff conduct, follow the child protection policy and Part Four of KCSIE, including LADO consultation where required.

Where bullying or harassment comes from parents or visitors, leaders will consider a contact plan, warnings, proportionate restrictions on communication or access, and police advice where necessary. Any restriction on access to premises must follow lawful procedures and appropriate local authority advice. A parent's right to raise a complaint remains available through appropriate arrangements.

Adults affected will be offered a named point of contact, ongoing support, safe arrangements for necessary contact and access to HR, occupational health, trade union or other specialist advice as appropriate. Online incidents will be addressed even where they occur outside school hours. Harmful content may be reported to platforms or police, with evidence handled securely.

12 Prevention education and training

We will build an inclusive environment through respectful relationships, clear expectations and consistent challenge to prejudice, harmful banter and discriminatory language. Staff will model respectful behaviour, recognise concerns early and use curriculum and pastoral opportunities throughout the year, including Anti-Bullying Week.

Relationships Education, PSHE and computing will provide age-appropriate teaching about friendships, respectful disagreement, boundaries, asking for help, online behaviour, prejudice and the impact of bullying. Teaching will reflect the revised statutory guidance effective from September 2026 and be accessible to pupils with SEND. Children will learn how witnesses can seek adult help safely.

Leaders will review supervision and locations where children feel unsafe, including playgrounds, transitions and shared spaces. We will use pupil voice, attendance and wellbeing information and

incident patterns to target prevention. Staff will collaborate across the Federation and with other settings at transition, sharing relevant information appropriately.

All staff will receive induction and regular training on recognising bullying, child-on-child abuse, reporting, recording, SEND barriers, safe evidence handling and the policy's response procedures. All staff must read Part One of KCSIE 2026 in full. Leaders will check understanding and provide updates when guidance or local arrangements change.

13 Pupil and parent involvement

We will consult pupils regularly about safety, the nature of bullying and the effectiveness of responses, using accessible methods. Pupil participation in policy review, school councils and campaigns will support prevention without making children responsible for managing cases. Pupils who report concerns will receive feedback appropriate to their age and understanding.

Parents and carers will be consulted when the policy is reviewed and given clear information about reporting routes, expected updates and support. The policy and complaints procedure will be published on both school websites and available in accessible formats on request. The school will work with families and agencies on concerns extending beyond the school gates.

14 Recording confidentiality and information sharing

All reported or suspected bullying concerns, including allegations not subsequently confirmed, will be recorded through the school's approved secure incident or safeguarding system. Records must distinguish allegation, evidence, findings and professional judgement. Safeguarding information will be linked to the appropriate child protection record.

- Date, time, location or platform, reporting person and children or adults involved.
- The account received, relevant evidence, witnesses and any earlier or related incidents.
- Impact, power imbalance, prejudice-related factors, communication needs and immediate risks.
- Safeguarding assessment, referrals and information-sharing decisions, including reasons.
- Findings and rationale, protective measures, support, consequences and parental contact.
- Named case lead, review dates, subsequent checks, outcomes and closure or escalation reasons.

Access will be restricted to those who need the information for their role. Records will be retained under the school's approved retention schedule. Parents will receive relevant information about their own child and the actions to protect them, while other people's confidential information is protected.

Information necessary to safeguard children will be shared lawfully, securely and promptly in accordance with current statutory guidance, including the applicable duty under section 16LA of the Children Act 2004. Staff must not treat data protection as a reason to withhold necessary safeguarding information. They will seek DSL advice on lawful sharing, record the decision and avoid promising secrecy. Consent is not always the appropriate lawful basis for safeguarding sharing.

15 Complaints monitoring and review

Parents who remain concerned should first seek a review by the Executive Headteacher, unless the complaint concerns the Executive Headteacher, when they should follow the route to the Chair of Governors in the complaints procedure. Unresolved concerns can progress through the published formal complaints stages. Safeguarding action must continue while a complaint is considered.

Leaders will provide anonymised termly information to the lead governor and governing body about reports and confirmed cases, forms of bullying and prejudice, repeat incidents, actions, outcomes and pupil feedback. Analysis will consider both schools and any patterns affecting vulnerable groups, without identifying children in small cohorts. Low reporting numbers will not be assumed to mean that bullying is absent.

Monitoring will assess whether children feel safe, whether behaviour has stopped, whether support is effective and whether procedures are applied consistently. Findings will inform training, supervision, curriculum and school action planning. The policy will be reviewed annually and sooner when incidents, complaints, legislative changes or guidance indicate a need. Approval dates and current contacts must be maintained accurately.

16 Current guidance and support

References checked for this revision on 5 October 2026. Statutory guidance must be read in its current form. Departmental advice and charity resources support practice but do not have the same legal status. Local safeguarding partnership procedures and referral thresholds must also be followed.

DfE Keeping Children Safe in Education September 2026 —
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

DfE Working Together to Safeguard Children 2026 —
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

DfE Relationships Education RSE and Health Education effective September 2026 —
https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

DfE Information sharing statutory guidance September 2026 —
https://www.gov.uk/government/publications/information-sharing-to-safeguard-children-and-young-people

DfE Preventing and tackling bullying July 2017 —
https://www.gov.uk/government/publications/preventing-bullying

DfE Behaviour in Schools updated February 2024 —
https://www.gov.uk/government/publications/behaviour-in-schools--2

DfE Suspension and permanent exclusion effective July 2026 —
https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

DfE Preventing and tackling bullying and harassment of school staff 2026 —
https://www.gov.uk/government/publications/preventing-and-tackling-bullying-and-harassment-of-school-staff

UKCIS Sharing nudes and semi nudes updated March 2024 —
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

DfE Searching screening and confiscation — https://www.gov.uk/government/publications/searching-screening-and-confiscation

DfE Equality Act advice for schools — https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

DfE SEND Code of Practice — https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

CPS Communications Offences — https://www.cps.gov.uk/prosecution-guidance/communications-offences

Support for children families and staff

Anti-Bullying Alliance — https://anti-bullyingalliance.org.uk/

Childline including Report Remove — https://www.childline.org.uk/

NSPCC — https://www.nspcc.org.uk/

Kidscape — https://www.kidscape.org.uk/

Family Lives — https://www.familylives.org.uk/

Childnet — https://www.childnet.com/

CEOP Education formerly Thinkuknow — https://www.ceopeducation.co.uk/

UK Safer Internet Centre — https://saferinternet.org.uk/

Internet Watch Foundation — https://www.iwf.org.uk/

Contact support for families of disabled children — https://contact.org.uk/

YoungMinds — https://www.youngminds.org.uk/

Acas workplace advice — https://www.acas.org.uk/

For urgent danger call 999. Childline provides confidential support for children on 0800 1111. Local children's social care and safeguarding partnership contact details are available through the school's child protection policy and local authority.