Anti-Bullying Policy

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Summary of Changes (September 2026)

- **Section 5 bullet point 5:** Added wording around repeated patterns of behaviour
- **Section 5 bullet point 6:** Added wording around gathering the voice of the child
- **Section 5: Supporting pupils:** Added wording around using a behaviour plan as part of support for the perpetrator if appropriate

Hampshire - Isle of Wight - Southampton - Portsmouth
Multi Academy Trust

HISP Multi Academy Trust
Tanners Brook Primary School
Anti-bullying Policy

1. Purpose

This document sets out what Tanners Brook Primary School will do to prevent and tackle all forms of bullying. We are committed as a school to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

1. Scope

This policy applies to all staff in HISP Multi Academy Trust/Tanners Brook Primary School. For the purposes of this policy the term "staff" means:

- All members of staff, including teaching and support staff
- Volunteers, including Academy Committee
- Casual workers
- Temporary and supply staff, either from agencies or engaged directly
- Student placements, including those undertaking initial teacher training, and apprentices
  References to 'staff' or 'employees' throughout the policy refer to all of the above groups.
  It is important that staff are aware of and understand related policies including:
  Staff code of conduct
  Behaviour Policy

2. Legislation and guidance

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- KCSIE 2026

3. Definition of bullying.

“There is no legal definition of bullying.

However, it’s usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)”

Bullying - a definition

4. Forms of bullying.

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home
- circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with
- protected characteristics) which may include:
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying

5. Responding to Bullying Concerns.

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.
- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken. If there is a repeated pattern of behaviour, this will be also be investigated and dealt with in accordance with existing procedures.
- Allegations of bullying will be investigated by an appropriate staff member. The voice of the child will be recorded in writing where appropriate.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed or the Children's Resource Service or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

▪ looking at use of the school systems

▪ identifying and interviewing possible witnesses

▪ contacting the service provider and the police, if necessary.

- Work with the individuals to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
    - advising those targeted not to retaliate or reply.
    - providing advice on blocking or removing people from contact lists.
    - helping those involved to consider and manage any private information they may have in the public domain.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.

- Providing appropriate education and support regarding their behaviour or actions. This could include a behaviour plan as part of a graduated response.

If online, requesting that content be removed and reporting accounts/content to service provider.

Sanctioning, in line with school behaviour/discipline policy. This may include:

- official warnings
- detentions/internal exclusions
- removal of privileges (including online access when encountering cyberbullying concerns)
- in extreme or repeated cases, fixed term, or permanent exclusions.

- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to the Children's Resource Service or Early Help or other external agencies.

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.

- If online, requesting that content be removed.
- Instigating disciplinary, civil, or legal action as appropriate or required.

6. Preventing Bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that all behaviour can be a communication of unmet needs and explore the reasons behind any bullying behaviour
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold our values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.

- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises, for example, when online.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including teaching staff, support staff (e.g., administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

7. Roles and responsibilities

It is the responsibility of the Head of School to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently, and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.

Governors to take a lead role in monitoring and reviewing this policy.

All staff, including governors, senior leadership, teaching, and non-teaching staff, to support, uphold and implement this policy accordingly.

Parents/carers to support their children and work in partnership with the school.

Pupils to abide by the policy.

8. Monitoring arrangements

This policy will be reviewed by the Head of School annually.

At every review, the policy will be approved by the Academy Committee.

9. Links with other policies and guidance notes

This anti-bullying policy is linked to the

- Staff code of conduct
- Behaviour policy
- Child protection and safeguarding policy