Anti-Bullying Policy

Staff Responsible:	**Mrs A Sheridan**
Date of Issue:	September 2026
Review Date:	September 2027

Contents

1. Statement of Intent
2. Definition of Bullying
3. Types of Bullying
4. Aims and Objectives
5. Preventing Bullying
6. Reporting Bullying
7. Responding to Bullying
8. Roles and Responsibilities
9. Supporting Pupils
10. Recording, Monitoring and Review
11. Links to Other Policies

1. Statement of Intent

At Ribbon Academy, we are committed to providing a safe, caring and inclusive environment where every child can learn, develop and thrive. We believe that all members of our school community have the right to be treated with dignity and respect.

Bullying of any kind is unacceptable and will not be tolerated. We are committed to preventing bullying and responding effectively should incidents occur. Through a culture of kindness, respect and positive relationships, we seek to ensure that all pupils feel safe, valued and supported.

2. Definition of Bullying

Bullying is behaviour by an individual or group that is:

- Deliberately intended to hurt another person;
- Repeated over time; and
- Difficult for the victim to defend themselves against.

Bullying can cause emotional, physical or psychological harm.

We recognise that not all disagreements, arguments, friendship issues or isolated incidents constitute bullying. Such situations will still be dealt with appropriately through our behaviour systems and restorative approaches.

3. Types of Bullying

Bullying can take many forms, including:

Physical Bullying

- Hitting
- Kicking
- Pushing
- Damaging possessions

Verbal Bullying

- Name-calling
- Insults
- Threats
- Offensive comments

Social or Relational Bullying

- Excluding others
- Spreading rumours

- Deliberately embarrassing someone
- Encouraging others to reject or ignore someone

Cyberbullying

- Sending hurtful messages
- Sharing upsetting images or content
- Impersonating another person online
- Excluding someone from online groups
- Using social media, gaming platforms or messaging apps to cause distress

Prejudice-Based Bullying

Bullying may be motivated by prejudice relating to:

- Race or ethnicity
- Religion or belief
- Disability
- Special Educational Needs
- Sex
- Gender reassignment
- Sexual orientation
- Family circumstances or culture

Any form of prejudice-related bullying will be treated seriously and recorded appropriately.

4. Aims and Objectives

The aims of this policy are to:

- Promote a safe and supportive learning environment.
- Ensure all pupils understand what bullying is and why it is unacceptable.
- Encourage all members of the school community to report concerns.
- Respond consistently and effectively to incidents of bullying.
- Support pupils who have experienced bullying.
- Support pupils who display bullying behaviours to make positive changes.
- Promote positive relationships based upon kindness, respect and inclusion.
- Ensure pupils know how to keep themselves safe online and offline.

5. Preventing Bullying

We believe prevention is the most effective approach to tackling bullying.

The school promotes positive behaviour and respectful relationships through:

- Our school values and ethos.

- A positive behaviour and relationships policy.
- PSHE and Relationships Education.
- Online safety education.
- Assemblies and themed events.
- Anti-Bullying Week.
- Circle time activities.
- Pupil voice opportunities.
- Celebration of diversity and inclusion.
- Ribbon Parliament initiatives.
- Staff training and professional development.

Through these approaches, pupils learn empathy, respect, resilience and how to seek help when needed.

6. Reporting Bullying

Pupils are encouraged to report bullying to:

- Their class teacher.
- A teaching assistant.
- A trusted adult.
- A member of the senior leadership team.
- The Headteacher.
- A senior pupil

Parents and carers should contact their child's class teacher if they have concerns about bullying. If concerns remain unresolved, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

All reports will be taken seriously and investigated promptly.

7. Responding to Bullying

When bullying is reported or suspected, staff will:

1. Listen carefully to all parties involved.
2. Investigate the concerns appropriately and sensitively.
3. Record incidents on CPOMS.
4. Inform parents or carers where appropriate.
5. Implement support for the pupil who has experienced bullying.
6. Apply suitable consequences and educational interventions where bullying has occurred.
7. Monitor the situation to ensure the behaviour has stopped.
8. Provide follow-up support where necessary.

Responses may include:

- Restorative conversations.

- Loss of privileges.
- Behaviour support plans.
- Additional supervision.
- Parental meetings.
- Support from outside agencies where appropriate.

Repeated or serious incidents will be dealt with in accordance with the school's Behaviour Policy.

Where online behaviour affects a pupil's wellbeing, safety or education, the school may investigate and respond even when incidents occur outside of school.

8. Roles and Responsibilities

The Role of the Board of Trustees

The Board of Trustees:

- Supports the Headteacher in promoting a bullying-free environment.
- Reviews the effectiveness of this policy annually.
- Receives information about bullying incidents and trends when appropriate.
- Ensures the school fulfils its duties under safeguarding and equality legislation.
- Investigates concerns through the school's complaints procedures where required.

The Role of the Headteacher

The Headteacher:

- Ensures this policy is implemented consistently.
- Promotes a culture of respect and inclusion.
- Ensures all staff understand their responsibilities.
- Provides appropriate staff training.
- Monitors incidents and identifies patterns or trends.
- Reports to Trustees on the effectiveness of anti-bullying strategies when required.
- Ensures pupils and families receive appropriate support.

The Role of Teachers and Support Staff

All staff:

- Take all concerns seriously.
- Act promptly when bullying is reported or witnessed.
- Record concerns accurately on CPOMS.
- Support all pupils involved.
- Promote positive relationships and respectful behaviour.
- Deliver curriculum content that develops understanding of bullying and discrimination.

- Participate in training and follow school procedures.

The Role of Parents and Carers

Parents and carers should:

- Encourage respectful behaviour.
- Support the school's anti-bullying procedures.
- Raise concerns promptly.
- Work collaboratively with the school to resolve issues.
- Reinforce online safety messages at home.

The Role of Pupils

Pupils should:

- Treat others with kindness and respect.
- Report bullying when they experience or witness it.
- Support peers appropriately by seeking adult help.
- Participate positively in anti-bullying initiatives.
- Contribute to creating a safe and welcoming school environment.

Playground Leaders, Buddies and Ribbon Parliament members help promote positive relationships and support anti-bullying initiatives across the school.

9. Supporting Pupils

Support for Pupils Experiencing Bullying

Support may include:

- Opportunities to talk with a trusted adult.
- Emotional wellbeing support.
- Regular check-ins.
- Friendship support.
- Restorative work where appropriate.
- Referral to external agencies if required.

Support for Pupils Displaying Bullying Behaviour

Support may include:

- Restorative conversations.
- Reflection activities.
- Behaviour support plans.

- Social and emotional interventions.
- Parental involvement.
- Support from external agencies where appropriate.

The school seeks not only to stop bullying behaviour but also to help pupils develop positive relationship skills.

10. Recording, Monitoring and Review

All incidents of bullying or alleged bullying will be recorded on CPOMS.

The Headteacher and senior leaders will monitor:

- Recorded incidents.
- Patterns and trends.
- Repeat concerns.
- Vulnerable groups.
- Prejudice-related incidents.
- The effectiveness of interventions.

Trustees will review the policy annually and evaluate its effectiveness through:

- CPOMS data.
- Behaviour records.
- Pupil voice.
- Parent feedback.
- Staff feedback.

Where necessary, strategies and procedures will be updated to further improve outcomes for pupils.

11. Links to Other Policies

This policy should be read alongside:

- Behaviour & Relationships Policy
- Child Protection and Safeguarding Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Relationships, Sex and Education (RSE) Policy
- Complaints About School Policy