



Anti-Bullying Policy

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Anti-Bullying Policy and guidance for Allenton Primary School

1. Statement of Intent

At Allenton Community Primary School, we are committed to providing a safe, inclusive and respectful environment where all children feel valued and protected from harm.

Bullying of any kind is unacceptable. We take all concerns seriously and act promptly to ensure that all pupils feel safe, supported and listened to.

2. Inclusion

Every member of the school community is entitled to feel safe, valued and respected. We actively promote equality and inclusion and recognise that some pupils may be more vulnerable, including those with SEND, disadvantaged pupils and those with EAL. Every child is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

The anti-bullying policy also takes full account of the Equality Act 2010 which legally protects people from discrimination in the workplace and in wider society from discrimination against:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

3. Aims

- To ensure all members of the school community understand what bullying is and how to respond
- To provide a clear, consistent process for reporting, recording and responding to concerns
- To support both the child experiencing bullying and the child displaying bullying behaviours
- To prevent bullying through a strong culture of inclusion, respect and education
- To work in partnership with parents and external agencies where appropriate

4. What is Bullying?

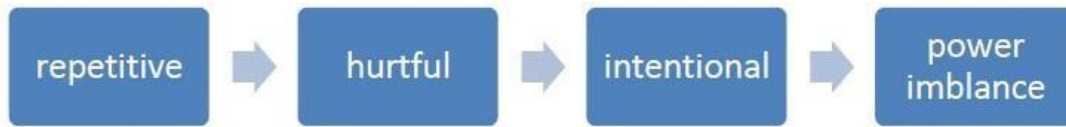
We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

Bullying can be defined in a number of ways. We follow DfE guidance which defines bullying as:

‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race,

religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.’ (DfE July 2017)

In essence, bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group.



Bullying is not a one-off incident or disagreement.

5. Types of Bullying Behaviours

- Physical
- Verbal
- Emotional/relational
- Cyberbullying
- Prejudice-based

6. Prejudice-Based Incidents

At Allenton Community Primary School, we recognise that some incidents may involve prejudice related to protected characteristics, including race, religion, disability, gender or sexual orientation.

These incidents may or may not meet the definition of bullying. However, all such incidents are taken seriously and addressed promptly.

All prejudice-based incidents are:

- Recorded on Arbor as part of the school's behaviour systems
- Monitored by staff and the Senior Leadership Team to identify any emerging patterns or concerns

Where there is evidence of:

- Repetition of behaviour
- Escalation in seriousness
- Wider safeguarding concerns

the incident will be escalated and recorded on MyConcern as a safeguarding concern.

This may include situations where behaviour is not targeted at a single individual but indicates a broader risk, for example repeated use of inappropriate or sexualised language towards different pupils over time.

All discrimination-based incidents are:

- Reported to Transform Trust directly
- Included in half-termly reporting to governors as part of the school's monitoring and evaluation processes

Where appropriate:

- Parents/carers will be informed
- Support will be provided to all pupils involved
- Educational and restorative approaches will be used to promote understanding and prevent recurrence

This ensures that both individual incidents and emerging patterns of behaviour are identified and addressed appropriately.

We are committed to promoting an inclusive environment where all members of the school community feel respected, valued and safe.

7. Preventative Approach

We actively prevent bullying through:

- A strong behaviour curriculum linked to Learning Superheroes
- PSHE and RSHE teaching
- Explicit teaching of respectful relationships and empathy
- Staff modelling of positive relationships
- Active supervision at key times (e.g. lunchtimes)
- Pupil voice and discussion opportunities
- Support from the Inclusion Team (behaviour, safeguarding, SEND, EAL)

8. Reporting Concerns

Children are encouraged to report concerns by:

- Speaking to a trusted adult (any member of staff)
- Speaking to a member of the Inclusion Team
- Approaching members of the Safeguarding Team (displayed across school)

Parents/carers can raise concerns:

- Informally (e.g. Dojo, phone call, in person)
- Formally (via meetings or written communication)

All concerns are taken seriously, regardless of whether they meet the definition of bullying.

9. Recording Systems

- Arbor is used to record day-to-day behaviour incidents between pupils
- Where bullying is alleged or suspected, this is recorded on MyConcern as a safeguarding concern

This includes:

- Confirmed bullying incidents
- Allegations of bullying (even if not yet meeting the threshold)

This ensures a clear chronology and pattern over time.

10. Responding to Bullying Concerns

All concerns are managed using a clear and consistent process:

1. Initial Response

- Concerns are taken seriously and responded to promptly
- Immediate support is provided where needed

2. Investigation

- Led by SLT
- May involve Inclusion Team gathering initial information

Investigation includes:

- Speaking to all pupils involved
- Reviewing Arbor logs for patterns
- Gathering staff insight (e.g. class teachers)

Timescales:

- Same day where possible
- Next school day if required

3. Recording

- Allegations and confirmed incidents recorded on MyConcern
- Outcomes clearly documented, including where behaviour does not meet the definition of bullying

4. Response and Action

Our approach is restorative and proportionate, focusing on both accountability and learning.

Responses may include:

- Restorative conversations
- Targeted support for pupils
- Adjustments to reduce risk (e.g. lunchtime support)

Where behaviours persist or are serious:

- Internal exclusion
- Suspension (in line with Behaviour Policy)

Consequences will escalate where behaviour persists.

5. Support

Support is provided through the Inclusion Team, including:

- Behaviour mentors
- Safeguarding team
- SEND support where appropriate

Support is tailored to:

- The child experiencing bullying
- The child displaying bullying behaviours

6. Follow-Up and Monitoring

- Ongoing monitoring is carried out by SLT
- Follow-up meetings may be arranged with parents
- Typically reviewed over a half-term period

The aim is to ensure:

- The behaviour has stopped
- Relationships have improved
- Pupils feel safe and supported

11. Working with Parents and Carers

We value strong partnerships with families and will:

- Keep parents informed of concerns and outcomes
- Communicate via Dojo, phone, or meetings
- Provide formal written communication where appropriate

We ask that parents:

- Work with the school to resolve concerns
- Avoid approaching other children or families directly
- Trust the school to manage and investigate concerns appropriately

12. Vulnerable Groups

We recognise that some pupils may be more vulnerable, including:

- Pupils with SEND
- Disadvantaged pupils
- Pupils with EAL
- Pupils with safeguarding needs

Additional support and monitoring will be provided where needed.

13. Bullying Outside of School

The school will respond to bullying:

- On the way to/from school
- During trips or visits
- Online or via social media

Where appropriate, this will be addressed in line with the Behaviour and Safeguarding policies.

14. Monitoring and Evaluation

Bullying incidents are:

- Monitored through Arbor and MyConcern
- Reviewed by SLT to identify any patterns or trends
(e.g. repeated individuals, locations, times, types of behaviour)

Bullying is reported to governors on a half-termly basis.

This information is used to:

- Adapt provision
- Inform curriculum development
- Strengthen preventative strategies

15. Related Policies

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Complaints Policy
- PSHE Curriculum