



ANTI BULLYING POLICY

Sept 2025-2026

Reviewed: Sept & Oct 2025 (amendments captured at the end).

Anti-Bullying Policy (Reviewed October 2025)

Anti-Bullying Alliance's definition of bullying:

- 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Rationale

- The Moorland Federation prides itself on having safe and happy schools, with a family ethos and atmosphere.
The Federation is committed to inclusion, equality and justice. Bullying behaviour is totally unacceptable.
When bullying is challenged effectively, children continue to feel safe and happy. Through our procedures, policies and actions we demonstrate that our schools care and listen. We have a measured response that enables pupils to learn good social skills with emotional literacy; kindness is at the heart of our schools.
- *This aligns with our Promoting Positive Behaviour and Touch & Physical Contact policies, ensuring that all behaviour is seen as communication, and that restorative, trauma-informed practice supports every child.*

Aims

1. To make all children feel safe and help them learn, play and be with others.
2. To ensure all children are treated fairly and with respect and dignity.
3. To take all reports of bullying seriously and deal with them effectively, *linking to the Safeguarding and Child Protection Policy to ensure child-on-child abuse prevention and response procedures are clear and consistent.*
4. To help children understand the difference between bullying and isolated events.
5. To ensure we proactively teach about consent, safe relationships and respect.
6. *To embed trauma-informed and nurture-based principles across all anti-bullying practice, ensuring support is relational, not punitive.*

The Nature of Bullying

- Bullying may be:
- Physical: hitting, kicking, taking belongings
- Verbal: name-calling, insulting, offensive remarks
- Indirect: spreading rumours, exclusion
- Cyber: using digital means to hurt or intimidate
- It is:
- Deliberate and hurtful
- Repeated over time
- Difficult for victims to defend themselves
- *All staff will maintain professional curiosity where bullying behaviours may indicate wider safeguarding concerns or unmet emotional needs.*

Professional Curiosity and Safeguarding

- Staff will retain professional curiosity, recognising that behaviour is communication.
We use a nurture-based approach to address both the experience of victims and the underlying reasons behind bullying.
Where bullying behaviour is identified, restorative and educational strategies will be prioritised to support both the victim and the child demonstrating bullying behaviour.
This ensures that responses are measured, child-centred, and informed by safeguarding and inclusion principles.

Children's Attitude to Bullying

- Children's understanding evolves with age.
We explicitly teach what bullying is and what it is not.
Children are encouraged to report concerns — *our schools are "telling schools" that model assertiveness through the "Stop, I don't like it" rule and phrase.*
- *This proactive teaching of personal boundaries links to consent, personal space and appropriate touch, as outlined in the Touch and Physical Contact Policy.*

Involving Parents

- Parental partnership is vital.
Parents are informed about concerns and are part of the resolution process.
If concerns persist, escalation will follow through class teacher → Head of School → Executive Headteacher.
Information is shared during Anti-Bullying Week.
Parents are also directed to our online safety resources and guidance on digital wellbeing, reflecting updated KCSIE 2025 expectations.

Strategies to Prevent Bullying

- Promote school aims and values.
- Promote and teach rules, including the *"Stop, I don't like it"* rule to support consent and assertive communication.
- Encourage positive behaviour (as in Promoting Positive Behaviour Policy).
- Use RSHE, PSHE, SEAL and circle time to explore kindness and empathy.
- Celebrate Anti-Bullying Week and Safer Internet Day.
- Ensure children feel confident reporting incidents.
- *Model and teach restorative communication and emotional regulation strategies.*
- *Reinforce diversity, inclusion and respect for protected characteristics (Equality Act 2010).*
- *Ensure consistency between touch, behaviour and safeguarding practices across all staff teams.*

Curriculum Links: RSHE and Jigsaw

- *Our Anti-Bullying work is embedded across the curriculum, particularly within the Relationships, Sex and Health Education (RSHE) programme and through the Jigsaw scheme of work, which the Moorland Federation uses to deliver PSHE and emotional literacy education.*
- *Through the Jigsaw curriculum, children are explicitly taught about respect, empathy, kindness, consent, diversity and personal boundaries. These sessions include age-appropriate exploration of themes such as "Celebrating Difference," "Relationships," and "Changing Me," all of which contribute to building understanding and resilience against bullying behaviour.*
- *The RSHE policy outlines how this learning is delivered progressively across year groups and ensures that pupils develop the skills and vocabulary to recognise, challenge and report bullying, online or offline. Jigsaw's mindful and restorative approach mirrors the Federation's nurture-based ethos and complements our Promoting Positive Behaviour and Touch & Physical Contact Policies.*

Dealing with Incidents of Bullying

- We adhere to six key points:
 1. Confirm it is bullying.
 2. Never ignore suspected bullying.
 3. Avoid assumptions.
 4. Listen carefully to all accounts.
 5. Adopt and communicate a clear strategy to children and parents.
 6. Follow up to ensure no recurrence.
- Records will be kept in behaviour and safeguarding logs.
If bullying is proven, supportive but firm measures will be used, including restorative work.
Where appropriate, behaviour plans will be adapted with SENCo input and

trauma-informed strategies applied.

Persistent bullying may lead to exclusion, following LA and statutory procedures.

Application

- This policy applies across all schools in the Federation and must be implemented consistently alongside behaviour, touch and safeguarding policies.

Monitoring and Review

- The Executive Headteacher, Heads of School and class teachers will monitor via:
 1. Bullying and safeguarding logs
 2. RSHE and circle time feedback
 3. Surveys and pupil voice
 4. Playground and classroom observations
 5. Staff and parental discussions
- *Available Data will be reviewed termly with governors to monitor trends and ensure proactive culture change.*
- Reviewed: October 2025
Next Review: October 2026

Summary of Updates (October 2025)

1. *Added cross-references to the Promoting Positive Behaviour and Touch & Physical Contact Policies to ensure consistent trauma-informed, nurturing approaches.*
2. *Strengthened safeguarding alignment, particularly around child-on-child abuse and professional curiosity.*
3. *Added proactive consent and personal boundaries education linking to RSHE and the "Stop, I don't like it" rule.*
4. *Embedded inclusion and equality language referencing the Equality Act 2010 and protected characteristics.*
5. *Added restorative and educational responses to bullying, emphasising support and learning over punishment.*
6. *Included digital wellbeing and online safety reinforcement under parental involvement and prevention.*
7. *Added requirement for termly monitoring and governor oversight to maintain accountability and consistency.*
8. *Added Curriculum Strategies – under Strategies to Prevent.*