



# Anti-Bullying Policy

**PILTON BLUECOAT VERSION**

**Approved by Trust Board:** Spring 2026

**Policy Owner:** Director of Education

**Review Frequency:** Biennial (every 2 years)

**Next Review Due:** September 2028

## 1. Purpose and Scope

This policy sets out TEAM Multi-Academy Trust's approach to preventing, identifying, and responding to all forms of bullying across its schools. It applies to all pupils, staff, parents, governors, and volunteers and covers behaviour both on and off school premises, including online.

TEAM is a family of rural and community primary schools in North Devon. This policy ensures a consistent, relational, and restorative approach to bullying prevention and response across all schools, while allowing each school to adapt implementation through a local addendum reflecting its specific context. This policy applies to all pupil–pupil, adult–pupil, and adult–adult interactions, ensuring that the Trust meets its legal duties under the Equality Act 2010 and ACAS workplace standards on dignity at work.

## 2. Statutory Framework

This policy complies with the following statutory and regulatory requirements:

- Education and Inspections Act 2006 (Section 89)
- Equality Act 2010 and Public Sector Equality Duty (2011)
- Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (DfE, 2025)
- Preventing and Tackling Bullying (DfE, 2017, updated 2024)
- Relationships Education, Relationships and Sex Education and Health Education (DfE, 2019)
- SEND Code of Practice (DfE, 2015)
- DfE Filtering and Monitoring Standards (2023)
  - Education Act 2002 (Section 175) – duty to safeguard and promote the welfare of pupils
  - Children Act 1989 – duty to protect children from significant harm

## 3. Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take many forms (for example, physical, verbal, or emotional) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disability, or because a child is adopted, in care, or has caring responsibilities.

Bullying can occur face-to-face, online (cyberbullying), or through third parties. It differs from relational conflict by its persistence, intent to harm, and power imbalance. It is important to distinguish between relational conflict, which may involve equal power and occasional disagreements, and bullying, which is characterised by a sustained power imbalance and repeated, deliberate harm.

### **Pupil understanding (TEAM School Councils, November 2025)**

Our pupils describe bullying as:

- “When someone hurts you mentally, physically or online, over and over again.”
- “Being unkind to someone more than once, sometimes in a group.”
- “Something that can really hurt people’s feelings.”

Children told us responding matters because:

- “If you don’t stop it, it can get worse.”
- “Everyone has to feel happy and safe when they come to school.”
- “We want our schools to be kind places where everyone belongs.”

#### 4. TEAM’s Commitment

TEAM is committed to ensuring that every child feels safe, valued, and respected. We believe that preventing and addressing bullying is the shared responsibility of all members of our school communities. We promote kindness, respect, and equality through our curriculum, assemblies, pupil voice, and daily practice.

TEAM schools actively involve pupils in shaping a respectful culture. School councils and pupil ambassadors regularly review how well bullying is prevented and responded to. Their views inform Trust-wide monitoring and policy review. This commitment is embedded within the Trust’s strategic objectives for inclusion, behaviour, and safeguarding, as outlined in the TEAM Behaviour and Safeguarding Framework.

#### 5. Prevention: Creating a Relational and Respectful Culture

TEAM schools use a relational approach to behaviour, rooted in PACE (Playfulness, Acceptance, Curiosity, Empathy) and the PLACE and WINE frameworks, to foster emotionally safe environments. Staff are trained to co-regulate, restore relationships, and model respectful interactions.

Relational practice within TEAM is trauma-informed and ACE-aware, recognising that early adversity can affect behaviour and relationships.

Prevention is embedded through PSHE and RSHE (Jigsaw curriculum), online safety education, anti-bullying weeks, restorative assemblies, and pupil leadership initiatives such as digital and wellbeing ambassadors. Pupil-led initiatives and curriculum programmes are reviewed annually for impact on school culture and pupil wellbeing.

#### 6. Reporting and Recording Bullying

All bullying concerns must be reported, recorded, and responded to in line with Trust safeguarding and behaviour policies. TEAM schools are ‘TELLING’ schools – all members of the community are encouraged to report concerns to any trusted adult.

Reports may be made verbally, in writing, or electronically. Staff must record all allegations or incidents on CPOMS within 24 hours. Each record must identify the pupils involved, location, type (including prejudice-related), actions taken, and outcomes. Incidents must be recorded as either “alleged” or “confirmed” following investigation, to ensure consistency in data reporting. Anonymised data is shared with Local Governing Bodies and the Trust Board to ensure confidentiality and compliance with UK GDPR.

#### 7. Response and Support

The Trust expects all incidents of bullying to be dealt with promptly, proportionately, and restoratively. Responses should follow the TEAM Behaviour Policy and safeguarding procedures.

Actions may include:

- Restorative meetings using WINE/PLACE principles
- Protective measures for targets (e.g. adult check-ins, seating plans, supervision)
- Pastoral or SEND support for those involved

- Parental communication and review meetings
- Sanctions are applied in line with the TEAM Behaviour Policy and are always proportionate, fair, and aimed at restoring relationships. Serious or repeated bullying may lead to suspension, but this is not automatic and will always be considered within the Trust’s Behaviour and Safeguarding procedures.

Decisions regarding sanctions are made by the Head of School or a delegated senior leader, in consultation with the DSL where safeguarding concerns are present.

## **7A. What to do if you think bullying is happening (pupil guide)**

1. Tell a trusted adult.
2. The adult will listen and record what has happened.
3. The school will investigate and take action.
4. Parents or carers will be informed if needed.
5. Adults will check that the bullying has stopped and that everyone feels safe.

All pupils are reminded of these steps through class charters, assemblies, and pupil-led awareness campaigns.

## **8. Safeguarding Interface**

Bullying that includes sexual harassment, online sexual abuse, physical violence, or discriminatory harassment must be treated as a safeguarding concern. Staff must immediately inform the Designated Safeguarding Lead (DSL) or Deputy DSL. Serious incidents may require Early Help, police liaison, or referral to Devon’s Children’s Services.

Records of safeguarding referrals must be cross-referenced with CPOMS entries to ensure continuity of care and oversight.

## **9. Online and Cyberbullying**

Cyberbullying includes the use of digital platforms to threaten, intimidate, or humiliate others. TEAM schools educate pupils on responsible use of technology, online reporting mechanisms, and digital resilience. The Trust meets the DfE’s Filtering and Monitoring Standards (2023) and has systems in place to detect and respond to online bullying.

TEAM schools also follow the UK Council for Internet Safety (UKCIS) ‘Education for a Connected World’ Framework (2024) to support digital citizenship and online safety education.

## **10. Support for Vulnerable Pupils**

TEAM recognises that some pupils are more vulnerable to bullying, including those with SEND, LAC/PLAC, young carers, minority backgrounds, or those experiencing social isolation. Staff must ensure reasonable adjustments are made and personalised support plans are implemented where needed.

Where bullying involves a pupil with SEND, the SENDCo must be consulted and appropriate adaptations agreed and recorded.

## **11. Staff Training and Responsibilities**

All staff, including midday supervisors and support staff, receive annual anti-bullying and relational practice training. DSLs and senior leaders are responsible for ensuring staff are confident in identifying, recording, and responding to bullying.

Training records are maintained by DSLs and audited annually to evidence compliance during safeguarding and Ofsted reviews.

## **12. Monitoring, Reporting, and Governance Oversight**

Each Head of School monitors bullying trends via CPOMS and reports termly to the Local Governing Body (LGB). Trust-wide data is collated and analysed termly by the Executive Leadership Team and reported to the Trust's Quality of Education and Safeguarding Committee.

The Trust Board receives an annual safeguarding and inclusion report summarising patterns, interventions, and training outcomes. This ensures compliance with the Scheme of Delegation and accountability for safeguarding and well-being.

The Trust Board recognises pupil voice as an essential measure of culture and inclusion. Each school council will review this policy with their Head of School during Anti-Bullying Week annually and share feedback with the Director of Education.

This process ensures compliance with the Education (Independent School Standards) Regulations 2014, Part 3, paragraph 10, relating to welfare, health, and safety.

## **13. School-Level Addendum Template**

Each TEAM school must complete a one-page addendum including:

- Named Anti-Bullying Lead(s) and DSLs
- Reporting routes for pupils and parents
- Local supervision and safe space arrangements
- Community or transport-related considerations
- Local pupil voice or ambassador initiatives

Each local addendum must be approved annually by the Head of School and reviewed by the Local Governing Body, with confirmation reported to the Director of Education.

## **14. Policy Review**

This policy will be reviewed biennially by the Trust Board or sooner if statutory guidance changes. The Director of Education is responsible for initiating review and consultation with Heads of School, DSLs, and the Governance Professional.

Interim updates may be approved by the Director of Education if DfE or statutory guidance changes between formal review cycles, to ensure continuous compliance.

## Appendix A – TEAM School Anti-Bullying Addendum

(To be completed and reviewed annually by each Head of School and DSL)

Section	Details
<b>Named Anti-Bullying Lead</b>	Mat Harts (Head of School) – Responsible for overseeing the implementation, monitoring and evaluation of the Anti-Bullying Policy, ensuring incidents are recorded, followed up and patterns analysed.
<b>Designated Safeguarding Lead</b>	Ian Thomas / Mat Harts – Responsible for safeguarding oversight, ensuring that any bullying concerns that meet safeguarding thresholds are acted upon in line with statutory guidance.
<b>Deputy DSL</b>	Mat Harts – Supports the DSL in managing safeguarding concerns and ensures continuity of response where required
<b>Local Reporting Routes</b>	Worry boxes are located in classrooms and are checked regularly by class staff. Our relational approach sits closely in all we do and so pupils are encouraged to speak to any trusted adult. All reported concerns and conversations are recorded on CPOMS, monitored for patterns, and followed up promptly.
<b>Parent/Carer Contact Point</b>	Initial contact should be made with the class teacher. Escalation will follow the school’s Communication Flow Chart, which may include the Key stage Leads, Pupil and Parent Support Worker, Anti-Bullying Lead, or DSL where appropriate. Parents will be kept informed of actions and outcomes.
<b>Supervision and Safe Spaces</b>	Structured supervision is in place during playtimes and lunchtimes, with designated staff on duty. Safe spaces include the Yurt and forest area, where pupils can access calm, supported environments. Emotional check-ins are available where needed.
<b>Community or Transport-Related Risks</b>	Potential risks include bus routes, walking home independently, and use of the local park. Pupils are regularly reminded about respectful conduct beyond the school gate. Concerns reported about incidents in the community will be recorded and, where appropriate, shared with parents and relevant agencies.
<b>Local Pupil Voice Initiatives</b>	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Ethos Ambassadors</li> <li>• Digital Champions</li> <li>• Regular pupil voice surveys</li> <li>• Anti-Bullying Week activities and assemblies</li> <li>• Visits and assemblies from the Police</li> <li>• Pupil voice from – LGB visits, IAARs and subject triangulations.</li> </ul> <p>These initiatives promote student leadership, peer support and a positive school culture.</p>
<b>Date of Review</b>	
<b>Signed by Head of School</b>	
<b>Signed by Chair of Local Governing Body</b>	

## Appendix B – CPOMS Recording Categories for Bullying and Prejudice-Based Incidents

### Purpose:

To ensure consistent recording, monitoring, and reporting of all bullying and prejudice-related behaviour across TEAM schools. This supports statutory duties under *KCSIE (2025)*, the *Equality Act 2010*, and *Education Act 2002 s.175*.

### Recommended CPOMS Category Headings:

Category	Sub-Category / Example	Notes
<b>Bullying – Alleged</b>	Initial concern pending investigation	Must be re-categorised once confirmed

<b>Bullying – Confirmed</b>	Physical / Verbal / Emotional / Online / Indirect	Link to incident outcome and support actions
<b>Prejudice-Based Incident</b>	Racist / Homophobic / Biphobic / Transphobic / Sexist / Disability-related / Faith-related	Tag under Equality Act 2010 protected characteristic
<b>Peer-on-Peer Abuse (Safeguarding)</b>	Sexual harassment / Online sexual abuse / Violence	Must alert DSL immediately
<b>Restorative Action Logged</b>	Meeting held / Outcome agreed	Attach restorative notes
<b>Support Plan Initiated</b>	For victim / perpetrator / both	Link to pastoral or SEND provision
<b>Parent/Carer Communication</b>	Contact record	Note date and summary
<b>External Agency Involvement</b>	Police / Early Help / Children’s Services	Reference case number if applicable

**Reporting expectation:**

- Entries must be made within 24 hours.
- DSLs review logs weekly.
- Head of School analyses half-termly and reports to LGB.
- Director of Education collates Trust-wide data termly.

## Appendix C – Restorative Conversation Script and Checklist

**Purpose:**

To guide staff in facilitating relational repair following bullying or conflict, consistent with TEAM’s use of PACE, PLACE and WINE principles.

**Restorative Conversation – Five Core Questions**

*(Adapted from Restorative Justice Council guidance)*

- 1. What happened?**  
Encourage factual description from each perspective.
- 2. What were you thinking and feeling at the time?**  
Promote emotional literacy.
- 3. Who has been affected and how?**  
Highlight impact and empathy.
- 4. What needs to happen to make things right?**  
Generate joint problem-solving and accountability.
- 5. What will you each do differently in future?**  
Reinforce commitment to change and positive behaviour.

**Checklist for Staff Facilitators:**

- Use a **calm, neutral tone**; maintain psychological safety.
- Ensure **both parties consent** to a restorative meeting.
- Record the conversation summary on CPOMS under *Restorative Action Logged*.
- Agree **follow-up review date** (typically 2–4 weeks).
- Inform parents/carers where appropriate.

- Escalate to DSL if disclosures indicate safeguarding risk.

## Appendix D – Annual Pupil Voice Review Form (Anti-Bullying Week)

### Purpose:

To capture pupil perspectives annually in line with Section 12 of this policy and inform Trust-wide evaluation.  
(Please adapt according to age group)

TEAM Anti-Bullying Week – Pupil Voice Review	
Area	Pupil Reflections / Examples
<b>1. Understanding</b> – Do pupils know what bullying is and how it differs from falling out?	
<b>2. Confidence to Report</b> – Do pupils feel they can tell an adult and be listened to?	
<b>3. Kindness and Inclusion</b> – What makes your school feel welcoming and safe?	
<b>4. Online Safety</b> – How do pupils help each other stay safe and kind online?	
<b>5. Support and Response</b> – When bullying happens, do adults act quickly and fairly?	
<b>6. Improvements Suggested by Pupils</b>	
<b>Process:</b> <ul style="list-style-type: none"> <li>● Completed by <b>School Council or Pupil Ambassadors</b> with staff facilitation during Anti-Bullying Week.</li> <li>● Findings summarised by the <b>Head of School</b> and shared with the <b>Director of Education</b>.</li> <li>● Common themes are reported to the <b>Trust Quality of Education Committee</b> and inform policy review.</li> </ul>	